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ABSTRACT

The document consists of three parts: (1) a report derived from the proceedings at the Atlanta Workshop for pupil personnel services; (2) a questionnaire designed to record reactions to pupil personnel services; and (3) a paper discussing the rationale for the workshop. The Atlanta Workshop report begins with implications for training, the critical outcome of large and small group discussions. Presented are two summaries of the small group sections by two members of the institute. Also included are small group meeting summaries, and individual reactions and position papers. The questionnaire contains eleven statements recording the degree of agreement, and four general questions concerning pupil personnel services. The third part is a brief rationale for a concept of pupil personnel services and includes an overview of individual, school, and societal needs for the services. (Author/MC)

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Preface

The Atlanta Workshop was designed to accomplish several purposes all of which have important implications for training in the area of Pupil Personnal Services. Major purposes were an uninhibited discussion about the individual and social needs to which PPS should be directed, examination of the specific role expected of the PPS worker in responding to these needs, and perhaps most important, what implications arise for the training of PPS workers as a result of the discussion about the first two purposes.

The Workshop was also designed to capitalize on a wider communication network. It did not bring only those of like mind and occupation together. It was probably the most heterogeneous national workshop ever attempted. The purpose of such heterogeneity was clear; to have the trainers, practitioners and recipients viewing the total product. By its nature then, the Workshop would not have most of the academic trappings. The varied purposes and backgrounds of the participants guaranteed some confrontation, new stimuli and many unanswered questions.

The Workshop was also not designed to provide any formal answer or model, rather to present the field with the reactions and comments of the participants and an opportunity for local discussion and response. We hope that those who read the report will share their reactions with us. A follow-up report will be issued as a consequence of these reactions.

The report is a draft-not a finished document. We wanted to share with the field the ideas and viewpoints of the Workshop as quickly as possible. In addition, we wanted the range of viewpoints shown rather than a consensus, because again the purpose was to stimulate ideas and discussion not to establish a model.

We hope that the report will be used for discussion and we look forward to (the) reactions.

G.D. Moore
Leadership Training
Institute Director

Introduction

This report begins with implications for training. These implications were derived from the proceedings of the Atlanta Workshop. They are placed first because they are the critical outcome of both large and small group discussions.

The next section in the report presents the two general summaries of the small group sections. Two members of the Institute summarized the main points gleaned from the small group reports. The third section in the report presents summaries submitted from the small group meetings reported by the group recorders. Section four presents individual reactions made by participants of the Atlantic Workshop following the three day conference.

The last section of the report contains the position papers and reactions that were utilized to stimulate the Workshop.

Implications For Future Training

I. Minority Group Populations

A. Train minority group workers through a project planned, staffed, and recruited for whom the program is intended.

B. Emphasize training workers for disadvantaged populations, not defined by language such as 'surburban' or 'inner-city', but rather 'poor' and/or disadvantaged wherever their location.

II. New Role and Identity for Pupil Personnel Worker

A. Train new Pupil personnel Service team-educational development team- consisting of a PPS worker, school administrator, and community worker, with emphasis on their continuity (e.g. summer workshop, school year, summer workshop, keeping people from one area together over a period of time).

B. Revise PPS worker's schedule, allowing him half-day in the school and half-day in a community agency, or time off during the day and having evening and Saturday hours, for the parents of students who can't afford to leave work during the usual workday.

C. Train PPS Workers to work in and out of the school system.

III. Use of Community Resources

A. Insure community input at the planning, developing, training, and evaluating levels.

B. Allow community workers to be available after school hours and that they are trained for crisis prevention, intervention and amelioration.

IV. Important Training Program Components

A. Focus on pre-service and in-service training involving professional and para-professional workers, in which the latter is not simply a clerk, but rather an individual bringing all of his cultural insight and skill to PPS.

B. Involve college students in helping high school students plan for and select colleges, especially important among culturally different populations.

C. Train PPS workers whose employability is ascertained prior to their commitment to training, made possible by trainers working closely with regional employers, knowing the immediate manpower needs of an area with no major limitations as to mobility on the occupational ladder for the trainee e.g. career ladder and lattice concepts.

D. Establish separate PPS agency to disperse on a contract basis their services, with built in accountability. Positive competition to insure both systems working to their fullest.

E. Mobilize PPS trainers, allowing them to bring their expertise to schools without being tied into the system.

F. Insure that training program directors specify precisely what they plan to do and then making sure that they do it. Evaluation should be included.

G. Allow for experimental, high-risk programs with maximum dissemination of their findings, while at the same time seeing that training should reflect some degree of concentration.

General Summaries and Comments of Small Group Sessions

I. O.B. Leibman–summarizer

What is the Role of the Pupil Personnel Services' Worker (PPSW)?

A. Recognition on the part of most groups that limits must be understood.

1. The PPSW is part of the school but he must see himself as part of a larger world (society in general).
2. He is also part of a larger team within the school.
3. As he functions with children, teachers, parents,administrators, (and also police, judges, lawyers, community representatives and others), he must develop alliance which bring about change. He should go beyond the therapeutic model. He has a responsibilty to promote caring as a part of the educational program. He serves to implement the humanistic function and approach.
4. He recognizes the task of others. The PPSW is not the only change agent in the school.
5. At the same time, there were some feeling at the conference that the role as presently defined does not need alternation – it only needs appropriate implementation. The statement would be that many good position papers are already available.

B. The theme strongly presented is that of 'Advocate of the Student'.

1. Ombudsman for the child, the fighter for student's needs–the agent of the child.
2. The confronter for the child–willing and able to take a stand.
3. Learn to use power in the name of the child.

C. Advocate for the Parent and community.

D. Maximizer of Educational Offortunity

1. Point out inappropriateness of school's functioning when it appears.
2. Take positions on maximizing educational opportunities.
3. Point out Injustices when apparent.
4. Identify and meet needs of children.
5. Agitate for and establish practices which change rules that negatively effect children.
6. Sensitivity to children and their concerns.

E. Prepare students to make decisions. Essentially help students to become problem solvers.

F. Emphasize the affective aspects of human functioning.

Assorted Characteristics of PPSW listed in summaries.

1. Risk taker.
2. Helper of people.
3. A caring person.
4. A committed person.

5. Ability to take a stand.
6. Militant in attitude.
7. Not locked in by profession.
8. Flexible.
9. Sees self as PPSW but also citizen, parent, friend etc.
10. More interested in people than papers.
11. Trusts young people.
12. Affective aspects of functioning have high priority.

Skills of the PPSW

(It is interesting to note that when the group's reported skills–they did not differentiate among the variety of specialities–but rather spoke to the job at hand. Does this represent a movement toward objectives rather than professions?)

1. The PPSW must know how to study the community in which he works.
2. Be sensitive to community feelings and problems.
3. Work and think in terms of honest educational diagnostic implications.
4. Planning oriented rather than crisis oriented.
5. Know the tools of the specific PPS trade rather than just the rhetoric.
6. Develop a group as well as individual orientation possibly through increased human relations training.
7. Ability to collect information from school world in order to evaluate effectiveness of school.
8. Knowledge of developmental aspects of people.

Training Implications

A. Development of In-Service programs. There are so many PPSW in the field already that if any impact is to be made, it must reach out to the field. Develop qualities that allow for committment to change.

1. A model might include teams of people to work together from one school i.e. PPSW team, teachers, student, parent, – in order that when return to school change can take place and worker is not isolated. Essentially stop training in isolation.
2. A related model would allow for time continuity in order to provide time reinforcement. i.e. summer workshop–school year–summer workshop.

B. Suggestions were made to take PPS out of the school.

1. Set up separate agency to dispense on a contract basis with accountability set into this project.
2. A different model suggests that the PPSW be half time is school and half time in a community agency or under another circumstance in an employment agency.

C. Suggestions around revision of the overall school model. Support experimental 'free' schools which will include provisions for preparation of their own teachers, administrators, PPS and thus provide alternate educational systems.

D. Series of proposals around the use of Community and Professional Aides.

1. College Advisement Program which would involve college students helping high school students plan and select college. This may be especially important in culturally different climates.
2. Programs that would plan for community workers to be available after school hours for crisis intervention.
3. Training suggestions for Aides that insist that people who will work together, train together; help develop importance of emotional aspects of experience.
4. The entire development of the career ladder and lattice concept.

E. Develop programs that stress competencies rather than credentials.

1. In this area emphasis appeared to be on field work.
2. Programs could be open ended. Student stays until reaches competency level in field. Develop concept of measurable behavioral objectives. In this way the number of courses is unimportant but level of achievement is all important.

F. Develop programs that help PPSW trainers to change. If we ask PPSW to be risk taker–trainer must take risks as well.

G. Use of a traveling PPS trainer. The specialist who brings his expertise to the school without being tied into the system. He has more freedom and possibily more power. i.e. Dr. Denis Jackson, a black psychiatrist was mentioned as someone doing this for the black community. A specialist on the road.

H. Develop Community Projects that are truly community projects.

1. A model might have a project for training PPSW in a Black, Chicano, Indian etc. area which would be planned, staffed, developed, recruited and carried out by the population for whom the program was intended. 'The needs of any group should be determined by the active participation of the members of that group in the process. We should do things with people, not to people.'
2. Another model might work to help establish individual meaning and identity of sub groups in our society i.e. Helping young people see themselves as Black, Chicano, Indian etc.
3. Community personnel should be a full member of training staff as well as planning staff of project in their community.

I. A concept that suggests that we haven't really trusted students and possibly treated minorities like the distrusted students.

1. Help students find responsible roles.
2. Use of student manpower–tutoring, counseling, etc. 3.

J. Projects that allow PPSW to examine own value system and understand implications of his behavior.

1. Sensitivity to actions on students, teachers, parents, community etc.
2. move away from testing, measuring, categorizing, labeling concepts.
3. Does PPSW do only what establishment wants?

4. Recognition that committment means follow through.

K. Statements that US Office of Education should develop funding programs on a more stable base.

1. Long range funding programs.
2. Sufficient funding to help communities plan and develop programs. Training to help in preparing proposals.
3. Programs should have residuals in system.
4. Evaluation must be built in.

L. A program should be funded and developed that would clarify and design guidelines as to the function of each PPS worker and what if any are the differentiated attitudes needed. In this suggestion was another plan for the career ladder movement.

M. Guidelines need to be established in order to meaningfully carry out an accountability schema. Then a program could state the functions it trained for and be held accountable if they did not meet those areas of functioning. A school district could also hire the PPSW that met its needs.

N. In any plan for developing generalists, there must be room for the training in the larger specialities but also in the narrowest regions of the specialty lest we lose all knowledge. We must plan to work with the problems of the current day but also in the future as best we can perceive them.

On a personal note, I know realize how impossible it is to attempt to summarize some exciting interaction and meaningful contact. How do you measure the warmth and beauty of a relationship?-and perhaps that is part of our continuing problem in PPS today and always. The words are here but not the caring and deep sense of mutual respect for human beings.

II. Jack Schultz–summarizer

As I discussions which need to be settled before the LTI can draw any meaningful conclusions. Stated most simply, they are:

A. what is the target population we want to effect? There are real disagreements as to whether all of our thrust should be to aid the disadvantaged, culturally different, of whatever label you wish to use. Obviously many of the blacks and chicano participants favored focusing on large urban areas where 'their people' could be helped most. At the same time there was a general theme of, to quote one recorder, a 'poverty of quality education' and 'deprivation of self esteem' which could be applied to all schools–whether located in the ghetto or more affluent suburbs. They wanted at least some money to deal with the problems of the suburb.

B. *Does the PPW work with the system or with the child?* If there is any one consistent theme running through the small groups it is for change. Everyone seems to want change. What is not clear is where this change should focus. My impression is that most participants want the PPW to work with the 'system' (operationalized as 'Society-in-general' or the 'school') more and with individual students less. They point out that the therapeutic model has not proved to be helpful; that PPW need to work with other school staff and the community to bring about change in the student's environments which will in turn bring about changes in the students. Others, however, maintain that if PPW would just be given the support they need the model of working with individuals would work. They are, to me, literally horrified that a group of 'mission impossible' teams take over PPS functions.

C. *Who shall be the enrollees?* Here there is considerable disagreement. Suggestions include: pre-service, in-service training or some combination; teams of present PPW or training an entirely new worker (usually
called a 'change agent'); training trainers or supervisors of PPW, and, focusing on developing para-professionals from the indigenous community. There is even some sentiment for turning the PPS function over to some agency outside the school.

D. *Who shall be the Grantee?* There is a rather large espression of dissatisfaction with the present system of making grants only to public schools and/or universityes. Although some sentiment way expressed for involving State Departments of Education, most of the sentiment was definitely against it. They tended to see state departments as obstructing rather than helping. This is an interesting point, particularly in light of the reality that under present law what they are asking is impossible.

Perhaps what they are really referring to is involving the community in a *meaningful* way in grants – starting with planning and going all the way through implementation staffing and evaluation. I say this because of the comments made regarding staffing. Much anti-academician and pro-community and practitioner rhetoric passed through the small groups. It was almost as though they were saying, "You don't understand us. You are putting us down with your patronizing and we eant to do it ourselves."

E. Who should be funded? Stated differently, should we attempt tc support new programs at new institutions of should old, established programs be supported? Which has the greatest potential for impact? The older programs with lines of influence already developed of the younger, struggling, supposedly more innovative programs funded should have a chance (here they are talking about a period of time, say two or three years, where they will be supported.) to really see if the program will work. They also want an evaluation component built in and the information concerning successful programs disseminated.

F. *To what extent should programs focus on the person?* Many of the recommendations called for an entirely different type of person (see Bernie's list
of characteristics). They also called for relaxation of certification and admission to academic program requirements. In essence what they are asking is for established licensing and training institutions to recognize something about trainees other than their cognitive ability. There

are those in the conference who see this as implicitly engaging in a kind of mass therapy and, therefore, inappropriate.

Group A–

What are the schools for? and

Who participates, and in what manner, in formulating an answer to this question?

Many members resented the sweeping generalizations and criticism of PPW ND PP practices. There seems to be no merit in creating the stereotype of the *calloused counselor* to go along withh 'dumb coach,' 'autocratic principal,' and 'old-maid librarian.'

We did not agree that the *advocate* role should be assumed by PP workers; there was strong support for the *mediator* role.

The group gave little support to the 'end to PPS services' position.

The school is an institution of the state, a deliberately-created learning environment which exists in order to bring about certain behavioral changes which the state has decided are desirable.

The PPW is an employee of the state via the school, and cannot hold his position very long unless he shares at least some of the goals of the school and of the state.

The problem seems to be that everybody wants the PPW as his ally. 'Join forces with me, take on my purposes, and together we will revolutionize this place.' This is flattering, but an over-estimation of the PPW's power and influence.

To whom is the PPW responsible for his actions, and from what source does he get his purposes? What is the proper relationship between the PPW and:

the school principal?
the Board of Education?
teachers?
students?
the PPW professional organizations?
minority groups?
himself?

Group A participants were not able to come up with consensus answers to these questions.

One participant pointed out the irony of his observation that the extreme right and the extreme left are both advocating community control of schools.

It was agreed that PPW must establish a method for input of their consensus to those who have the power to make and to implement decisions.

A difference of opinion exists as to whether the PPW should play the *advocacy* or *mediator* role.

Just because a student has an un-met need, there is no rational reason to jump to the conclusion that it should become the responsibility of PPW, or even of the schools.

1. Future proposals must reveal a close, cooperative, mutually beneficial working relationship between the training institution and the public schools.
2. From a past emphasis upon entry-level training, we should move to a larger effort in in-service re-training of PPW who occupy present positions of influence and power.
3. Present school structures – roles and administrative patterns – are at the present time interfering with effective PP work. Future programs should attempt to train together those who will work together.
4. Limited funds should be used to produce well trained PPW who will take their place on the firing line in the schools. Programs which are producing such PPW should be continued, and the emphasis upon terminating training programs after two or three years in order to start a new one elsewhere is a policy which should be re-examined.
5. If the prime locus of training of PPW is shifted from the professional schools to public school systems, it should be recognized that new problems will arise. PPW who will work in such programs will have to be shifted away from working with kids. The supply of competent PPW is severely limited now. Are we ready to defend any program which will reduce the already scarce services to kids?
6. Why is there no representation from American Indians or the Appalachian poor?
7. Funding according to state should be stopped. The best programs should be funded wherever they are geographically appropriate.
8. Programs should be judged ultimately by the performance of the PPW they produce.

Group B–

I. Incompetent teachers, principals, or PPS

A. Don't care about people
B. Lack interest in their work.
C. Don't have knowledge of the process necessary to teach, counsel or administer.
D. Interpret and respond to the local school board system.

II. Issues relating to change

A. School personnel need security-building to motivate change.
B. If we respond to the need-press for change in the schools, we will find ourselves 'on an island.'
C. Schools must change their functioning to relate to reality – *working* and *living*.
D. School people need to change the psychic reward of 'these are my kids' and they represent me. Kids should not be possessed.

III. Other strong statements with general support

A. There are many special projects 'making it,' but either they don't know why and therefore we do not learn about them, or education is not equipped to disseminate.
B. Women reject the attitude that males are superior.
C. "Guidance is better than therapy."
D. Few people know how to communicate to themselves or others – the term is overused, without meaning or process.

E. We must scare people to make change.
F. PPS is too reactive, we need to initiate.
G. We all want findings to shake up society to the fact that treating people in a punitive fashion is the problem.

IV. Suggestions

A. Must meet students as individuals.
B. Train counselors to work for the child and community needs, rather than for the school organization.
C. PPS competencies are more alike than different. They must unite to help students rather than to function at the expense of the student.
D. Early childhood service is needed. No training in PPS focuses at this level. (Public education should extend to age 2.)
E. Accountability does not attend to the proper goals and objectives, (should be responsible to specific structure) i.e., standardized testing does not necessarily account for what has been learned.
F. PPS workers should not be required to have taught in the school, but only understand how learning takes place in the school.
G. Undergraduate training may be adequate for certain PPS training
H. Schools are used for dealing with societies' hostility.
I. Levels of performance will be honored and due credit given to all PPS workers. Hence, a person's ability to perform is the only approval. Course work, titles, certification will not be determinates.
J. PPS workers need to be trained at three levels of development:
   1. Pre-school and early school.
   2. Late childhood and early adolescence.
   3. Report should go to:
      USOE
      Superintendents of Schools
      Presidents and/or
      deans of colleges of education

K. To trust the communities to identify what is needed and to decide when the 'help' programs are 'helping.'
L. 'Human' qualities are absolute along with the knowledge of your professional functioning.
M. Job performance should be rewarded without necessarily vertical proportion. Example: a master teacher could make more than an average principal.

Group C–

I. Present failures

A. To operate as an integral segment of the community
C. To keep pace with change
D. To allow meaningful change from within, and
E. To produce large number of people who are concerned with totality of 'education.'

II. Recommendations

A. Dropouts do become 'educated,' not by the schools but by other agencies. Perhaps the whole-of-education would be stronger and more effective it these 'other sources and resources' were included in the formal education of students, all students, even students who are learning to become PPS workers.
B. Teachers (PPS WORKERS) need to be committed to social change. The school – (elementary, secondary, higher education) – has to be a participator in community problems and the problems of the nation. Within this concept, the PPS worker must assume an advocate role.
C. One possible model that might produce better results would be to have counselors – PPS who are not employed by the school systems but employed by the community to work with students for the benefit of students, a kind of ombudsman.
D. Another model involves selection of people who are to become PPS workers. A training program would:
   1. Recruit
   2. Pre-train
   3. Train
   4. In-service train

E. The time is now ripe for gaining support for any assertive roles taken by PPS workers. Therefore, PPS workers should be aggressive and assertive in his own 'little patch of ground' – but be certain to get out of the 'middleman' rut, i.e., buffer between students and school people. His role is to be sensitive to the projective needs of students and use them to help other school people to help children to become problem-solvers in all areas of their lives – present and future. He is to be, primarily, a change agent, and an advocate of students. In so doing, he must be committed to something definite while avoiding the locked-in definition of professional definition. He is to help:
   1. Modify the system to fit the child, not the opposite.
   2. Must seek to improve his own awareness as well as those around him.
   3. He must be able to analyze the interaction in school situations.

F. Training:

1, Para-professional can be used – and in some instances, be more effective than present professionals. In the training of these people they should be allowed large opportunity to say what skills they will need to do particular jobs within their own community. These people are to be trained for work in their community.

2. *Professionals:* Training programs should be flexible enough to include in them:
   a. Opportunity for (PPS) students to define their roles.
   b. Opportunity for PPS students to be involved in a job while undergoing training.
   c. Opportunity to participate actively in their own training.
   d. Exposure to people who were unknown to the PPS students in the past.
   e. Opportunity for students to gain direct knowledge of the community and the various interactions of the community.
   f. Opportunity to become highly sensitive to human needs. Selection should be a key to the training of future PPS people. They should have

had past employment experience, of working with people, different from what they are training for.

G. Recommendationss:

That funding in the future be for and to those programs that are moving toward combining (team approach) the various PPS workers in a single training situation; programs that are geared to removing walls, or barriers between each of the professions included in PPS; programs that are enlarging to the point of including *all* outside agencies of the community; programs that allow for the meaningful use of a network of community communication between the school's PPS and the entire community; programs that meaningfully use people from the community to write proposals. That the U.S.O.E. make a real effort to take a look at the possibility of outside (private) agencies doing the PP work for the school.

Group D–

I. Problems, Needs and Pupil Personnel Responsibilities

The hierarchical nature of school organization inhibits cooperation between school functionaries, i.e., administrators are most prestigious, school psychologists, social workers, counselors etc. tend to have differing status levels which precludes equality and mutual cooperation.

School programs do not now integrate the affect and intellect. Such integration is needed.

The school system does not respect and respond to competence, but to "power," hence, PPS workers need to be able to identify and use the "power" persons to promote programs to benefit children.

PPS workers need to influence the system to accommodate the individual needs of students rather than "fitting" the child to the system.

PPS workers need to focus on the strengths of personnel with whom they work. Teachers, etc. need to be encouraged rather than condemned.

PPS needs to involve itself with influential groups such as NEA which has a strong political lobby. We in PPS are not now using the existing vehicles for getting changes made that are available.

USOE needs to model the behavior expected of grantees and project directors. Currently, directors are treated in such a way by the USOE that little incentive and reward is available for developing projects of quality.

"Agents of change" may be more effective if they are brought in from the outside of the system needing change.

All PPS workers need to be trained in the basic area of human relations (interpersonal skills) regardless of job title or level of professional responsibility.

The PPS worker is a proactive, risk-taking individual. He is a challenger to injustice and ineptitude and an instigator of change.

"Developmental" strategies and training models need to be implemented so that intervention approaches can promote healthy development of children. (Glasser and Bessell, Human Development Training Institute, have models which can be examined for adaptation). The remedial emphasis is improper for schools.

Youth must learn to adapt to some societal standards and conditions. It is not a matter of converting the schools into institutions whose sole functions are youth determined. Kids must learn that freedom and responsibility are inter-related and inter-dependent. Today there is a great cry from young people for freedom, but a similar degree of commitment and willingness to be responsible is seemingly lacking.

The role definitions which exist for PPS workers have never yet been fully implemented. Perhaps we do not need further role definition. Rather we need to implement what already exists.

The reality of the situation is that PPS workers are adjunctive personnel to the fundamental task of the schools – instruction. Hence, the PPS worker is more dispensable than the teacher and consequently finds it difficult to be the bold instigator of change and reformation, a role which has been receiving much attention at this conference.

Counselors especially have been inadequately prepared to do the job. They are heavy on theory and light on practice.

We need to clearly differentiate the talents and skills of PPS workers and then use these talents and skills to best advantage (information givers, group workers, therapists, etc.) An individual PPS worker does not have to be all things to all children.

We need to decide how the individual with "natural abilities" but no formal training or certification can help meet the needs for PPS services. To what extent are counselors, trainers, psychologists, social workers, etc. willing to operate on competence criteria rather than credit and certificate criteria?

The PPS worker as an active change agent of the system is a lonely position – one requiring much personal security and identity on the part of that worker.

The PPS worker promotes relations of equality between and among children and school functionaries.

Current trends suggest that parents are going to become increasingly involved in the programs and activities of the schools. PPS workers can help channel their involvement into constructive areas and can help bridge the gap between school and community as an interpreter of each to the other.

Schools need to reflect the needs of their individual local situations and to be a part of the total community, i.e. schools need to become community educational centers a la Mott foundation approach.

The PPS worker needs to be continually involved in the process of training and evaluation – training of school personnel, and evaluation of the impact of the school.

Specific PPS worker functions, emphases, and priorities become a responsibility of local communities as the needs in those communities are identified.

PPS workers need to have the skills to *harmonize* the school environment as well as being a change agent.

There is a need for a concerted effort to build effective PPS teams of *totally enfranchised* team members. The hierarchical nature of existing PPS worker roles inhibits effective team efforts.

There is a common core of skills, attitudes, and competencies fundamental to all PPS workers regardless of job title. There is a need to consolidate aspects of various existing roles in order to develop a more comprehensive role conceived along the lines of competencies.

A basic role of the PPS worker is to enter the school situation, diagnose, evaluate, plan, recommend, and act.

PPS workers have a primary responsibility for serving as an advocate for the individual child. Such persons must become instrumental in enabling the young person by exempting him from the rules when the young person's well-being is in question. The individual child's well-being comes before the system and its rules.

PPS workers must assume responsibility for agitating for and instituting change in policies and practices which negatively affect the lives and the well-being of numbers of children.

PPS workers need to build and maintain liaisons between families, communities, and school personnel as active participants in a process which is a two-way street.

PPS workers need to confront the "power" with the discrepancies which exist between goals and practices.

A major function of the PPS worker is to collect, summarize, and disseminate data (How is tax money being spent? How well is the school doing its job?) to educational consumers (school boards, parents, children) and to school personnel (teachers, administrators, custodians, etc.) in an honest and direct fashion. PPS workers have a responsibility to assess and effectively utilize the powers, strengths, and potentials of the total school community (lay persons, para-professionals, and professionals).

PPS workers need to assume the responsibility for the in-service training of school staff members in effective interpersonal relations so that the encounters between and among teachers, children, and other school personnel will be more effective.

PPS workers need to promote alternative instructional strategies, i.e., to help the intellect dominate teacher to increase the affect dimension of instruction. Alternative philosophies, methods, and techniques can also be presented.

II. Recommendations for Training.

Trainer selection is critical to the evolution of effective PPS workers. The trainer must model the practice worker model if such workers are to be developed in training programs.

Selection of trainees needs to be determined on past demonstrated trainees. Ex. If students are to become self-directing, the training rather than on criteria such as grades, standardized entrance test scores, and similar indices.

Personal characteristics of trainers and trainees are of *at least* equal importance as intellective factors.

Performance criteria must be the ultimate criteria for entry into PPS work. The completion of courses and programs, certification, etc. must be superceded by competence and mastery criteria.

Training pace and sequence needs to fit the individual student, i.e., a student needs to be in training as long as he needs to be, in order to achieve competence.

Training programs need to include community personnel in advisory and staff training capacities regardless of credentials.

A large reservoir of potential PPS workers exists with those persons who might want to work only part-time. Such persons (housewives, etc.) ought to be given the opportunity for training and subsequent employment.

Training programs need to have built-in evaluation components.

Training needs to emphasize experiential learning with extensive and intensive field experience.

Training should focus on the strengths of the enrollees. The encouragement process should be emphasized.

Core of Training for all PPS workers:

1. Human relations training – interpersonal skill
2. Leadership development
3. Diagnosis of communities
4. Identification and use of power forces
5. Measurement and evaluation skills
6. Development of skills in program evaluation and in grantsmanship.

Training programs must model the kind of behavior expected of trainees. Ex. If students are to become self-directing, the training program must encourage self-direction.

We need fewer grants *but* more diverse, intensive and comprehensive models with longer term commitments for support from the USOE.

There are a number of good programs. However, many people don't know they exist and don't know what makes them good. Hence, we need to disseminate information about programs more widely and to engage in systematic evaluations of such programs.

Training programs need to go into the field where the services are needed rather than bringing the students into rarified atmospheres of the university communities.

Training needs to provide the PPS worker with the skill to effectively use computer technology and research

Training programs have been ineffective in part because of the training model used. For example, counselor education is dictatorial, authoritarian, etc.; hence, the trainee has had no viable alternative. We need to accept a variety of *authenttic* ways for training – ways which relate to the private style of the trainer and the trainee.

PPS training programs have many implications for teacher training. Much of the criticism currently directed toward teachers and PPS workers could be eliminated if teachers were prepared to be human relations specialists as well as content specialists.

Training needs to integrate affect and intellect.

Education involves change. Training ought to positively effect the lives of trainees. Otherwise it is useless.

GROUP E–

The group for the most part on this date discussed recommendations to be made to the Office of Education, both concerning the role of the pupil personnel worker and the training which should be given to bring about the kind of PPS worker who can play this role.

1. The group recommended that emphasis should be placed upon projects which stress the development of a team approach in performing pupil personnel services and which also stress including PPS workers in a total educational team concerned with giving quality education to all children. By a total educational team is meant one which would include teachers, administrators, PPS workers, students and community representatives to consider the educational needs of a particular school or district.

It was the feeling of the group that at the present time there is no basis for a continuing relationship between PPS workers or PPS workers and teachers and administrators. It was felt that this relationship needs to be stressed both in pre-service and in-service training programs.

One of the difficulties seen in having specialties within PPS services is that a student's problem can be referred from specialist to specialist without anyone taking final responsibility to follow through and do something about it. If the team approach is developed, the specialists can do their work effectively and this lack of responsibility or coordination can be avoided.

The value of effective joint conferences between specialists to pinpoint responsibility and to acquaint all PPS workers with typical student problems and with having Learning Development Centers in which this can be done was stressed.

2. A second recommendation was one to reserve funds for a training program which would develop guidelines as to the function of each PPS worker and the attitudes needed by each PPS worker. The value of having work differentiation among PPS workers, with positive steps being taken in career development for PPS workers was stressed.
3. The above recommendation would facilitate a further recommendation that there should be job accountability among PPS workers. If guidelines as to function and attitudes were spelled out and the university could train for these functions and say that such and such a PPS worker they trained could do *these* jobs and if the school district at the same time could hire a PPS worker to do those specific jobs, then there would be job accountability.
4. Internships for PPS workers in which they get experience and work in actual situations and work also with existing PPS workers, with joint conferences of evaluation between the interns and the professionals would be of value to both pre-service and in-service training.
5. It was felt that consideration should be given to experimenting with allowing PPS workers to work one semester only with parents, another semester only with reading teachers in improving reading, another semester with a community agency, etc. This would allow them to sharpen their skills in these areas and see the inter-relation among the various PPS jobs.
6. It was recommended that encouragement be given to projects which will provide training and experience in group work and in community organization work. It was felt that social workers in particular are oriented to case work and are not oriented to group work or community organization work, but that we could not meet the needs of all te students with the case work approach.
7. It was recommended that PPS workers be trained so that they could assist in organizing PPS personnel so that they are not crisis oriented but working and planning ahead to do the things they are best able to do.
8. It was recommended that work differentiation be developed to create some PPS workers who are 'information specialists' and others who are 'interpersonal problem specialists.'
9. Great stress was laid upon the health aspect of the PPS services with provisions being made for physical examinations and the PPS worker assuming leadership to see that health measures are taken to facilitate learning.
10. It was felt that the role of the PPS worker should be an enabler or liaison person concerned primarily with the needs of students. However, it was stressed that the needs of kids are complex enough that a variety of skills and much training are needed to enable PPS workers to do this effectively.
11. It was recommended that not only should stress be laid upon physical examinations, but that each student should have a psycho-educational assessment.
12. It was recommended that PPS workers be trained to help reorient the school to learning and not teaching. The concepts expressed in *Schools Without Failure* should be developed in some projects, with the onus being placed on the school and not the student if the student does not learn. This would also involve projects which give pre-service training and in-service training in how children learn and how children develop as well as projects which allow different rates of learning for different children.
13. It is recommended taht a PPS program be developed to coordinate community and youth service organizations in discussing the needs of students and how these needs can be met.
14. Training should be given in developing organizational structures which will follow up on the psycho-educational assessments with certain recommendations made for the student to see what is done and what its effects are. These follow-ups should be frequent and continuing.
15. The guidelines should specify that there be outside evaluation of all projects.
16. Greater emphasis should be placed on the group process of PPS workers, rather than the one-to-one relationship, although this should not be completely eliminated. PPS workers should be coordinators of conferencing. They should be on the curriculum

committees, they should work with teachers and administrators. However, it was stressed that the point of view of PPS workers should not be 'I am here to help the teacher teach better,' but that of, 'the teacher and I are here to work together on the education of the student.'

17. The guidelines should be broad enough to offer help to all areas of the country and all different kinds of districts and should make provision for varying state and district patterns. The overriding need is for equal educational opportunity for all children regardless of where they are.

18. It was recommended that the allocation of funds should be more to local educational agencies than to universities, but that stress be laid upon the local educational agency working with teacher training institutions.

19. Projects by teacher-training institutions should include training in working on a team basis with PPS workers in their teacher training.

20. We need to train PPS workers who can help students make the transition from high school to college. This could be a team of para-professionals and professionals.

21. It was recommended that training be given to develop skills for some PPS workers to work half-time in a school and half-time in a community agency. Working half-time in a high school and half-time in a state employment office might be an example of this.

A variation of this might be to have a PPS worker who assists students making the transition from an institution to school.

22. The possibility of having PPS services supplied to a school by an outside private agency should be explored.

23. The role of the PPS worker as an advocate of the student was seen by the group as that of showing that often the need structure of the school as an organism can do violence to individual students in school and as one who works with others to keep this from happening.

24. It was recommended that there be increased emphasis on pre-service and in-service training of administrators on pupil personnel services, There should also be short, high-quality institutes across the country for administrators of pupil personnel services to bring them up to date.

25. It was recommended that the training programs to develop the team approach to PP services should include people who will actually work as a team in a school or district. This probably should be in-service programs; for example, six groups of five each from five different schools could make up a group of thirty for an institute.

26. It was recommended that highly qualified PPS consultant teams be developed to be available to help establish or improve PPS in a school or district.

27. It was felt that the following priorities for funding should be made

1. Elementary and pre-school
2. Occupational guidance projects or work experience
3. Inner-city children problems
4. Secondary school
5. Community college
6. Higher education
7. In-service programs

28. Projects should be emphasized which are geared toward improving inter-action and communication between students, teachers, administrators, and the community. Human relation models of group inter-action should be developed. This might include changing the hours of PPS workers to be more available to parents and the community organizations.

29. Funds should be spent to recruit, train, and supervise volunteers to assist PPS workers.

30. We should place emphasis on recruiting, training, and developing minority persons to work as PPS workers. This might include a career ladder or career lattice pattern.

31. All training programs for PPS workers, either pre- or in-service, should arrange for confrontation with the real feelings of blacks and browns. They should make the white PPS worker wear the black mask and experience the white rejection. All PPS workers should be ghetto indoctrinated.

32. Some assurance of priority commitment in funding from the U.S. Office to programs which have had long term operational commitments.

33. A recognition that no one model or solution will be equally applicable for all programs and that the needs of culturally disadvantaged rural youth need to be recognised as well as those of "inner-city", "ghetto" youth.

34. Program funding for the last 12 years has provided opportunities for many innovative programs of professional preparation but too little has been done in evaluating the ultimate behavioral outcomes of the students served by the products of those programs. Such an evaluation should be undertaken and might provide better insights as to which innovative programs should be incorporated into on-going programs.

35. Preparation of personnel workers should include practical preparation in working with parents and community representatives in the interest of improving the developmental opportunities for youth.

36. Priority should be given to programs which demonstrate patterns of multiple role cooperative participation which stresses integration of professional service.

GROUP F –

I. Role of PPS Worker

A. Total commitment to correcting any facet of the educational program that does not insure maximum educational opportunity for all children. (individual needs)

B. The PPS worker must preceive his role not so much a part of the school but part of a larger world with responsibility to community and/or all people or groups. Involvment of para-professionals as PPS aides. (the college students, housewives, unemployed males, etc.) – adjuncts to existing teams.

C. Must transcend the Theraputic model.

D. Should be part of a *PPS team*. The team responsibility focusing of the notion or idea of promoting "caring" as part of the school's responsibility.
E. PPS workers' responsibility is to change the environment and/or help the student adjust to the environment in terms of better decision-making about himself and his environment.
F. Role should include the responsibility or concern for the physical and psychological abuse of the child (student).
G. PPS worker should cooperate with instructional staff in teaching the importance of *process* as well as *content*.

II. Training Implications

A. Training programs should be geared toward training teams of PPS workers (counselors, social workers, school nurses, attendance workers, school psychologists, teachers and community representatives).
B. Involve the minority group of the area where the grant is or will be operating. This involvement can be as *trainers* as well as *trainees*.
C. PPS worker should be more adept in the use of group skills with students, administrators, teachers, and other professional staff.
D. Emphasis in training programs should be directed toward the affect level of communication.
E. Training programs should include human-relation skills, knowledge of physiological - psychological - sociological development of the people or groups. Involvement of para-professionals as PPS aides (the community analysis.
F. Training programs for the para-professional as well as the professional. No restrictions on participation and/or selection.
G. Selection process should include other criteria than acedemic performance, ACT + GRE scores, and undergraduate degrees.
H. "X" percentage of EPDA support personnel funds be combined with same percent of all other federal funds to support experimental "free" schools which will include provisions for preparation of their own teachers, administrators, PPS personnel and will provide alternative (competing educational systems).
I. Provide professional persons to aid and enable groups not capable of writing proposals to do so.
J. Provide long-term funding of projects and/or systems for tapering off of funding – 100%, 75%, 50%, and 25%.
K. Enable other agents in addition to state departments, public schools, and institutions of higher learning the possibility of securing funds.
L. Provide PPS teams to go into existing schools to train personnel.

GROUP G –

I. Needs and Suggestions

A. In the past, PPS have been "staffed for failure." We have 1:700, 1:500, etc. ratio and wonder why we can't show an impact.
B. We should concentrate on PPS efforts to prove whether or not PPS can make a contribution. Do one thing well rather than four things poorly. This should be true of individual time or group staff time.
C. Pre-service and in-service training should, at least in part, train in a multi-disciplinary setting.
D. There has been a problem of "pre-mature evaluation." Should not look for "results" after only a year or even two.
E. The problem of the minority poor believing that *only* persons with minority-poor backgrounds can understand them.
F. Need to evaluate – the problem of goals which are too global. The problem of goals only with reference to white, middle class America.
G. Need to increase human - to - human input the process of education. Volunteers (pupils and adults) aides, para-professionals, etc.
H. PPS need to be aware of changing staffing patterns in the instructional program that affects their roles. For example: co-op education teachers who teach in school pupils (N-50) in the AM and supervise on the job, school related experiences in the PM, provide a close, more concentrated, teacher pupil relationship perhaps diminishing need for assisstance from elsewhere.
I. Should create "student development centers" rather than "counseling center."
J. PPS worker should function as an ombudsman, an advocate representing the pupil and his parents to the "school."
K. PPS worker should not be an ombudsman or an advocate. It implies more of a commitment to one party than another. He must be able to serve any number of "clients" including pupils, parents, teachers and/or administration. He is a translator, facilitator, "teacher," provider of information.
L. PPS workers for the 70's must speak to student involvement, drugs, civil rights, etc.
M. Should start evaluating training programs with functions which need to be performed rather that how can current training speak to new functions.
N. Schools should emphasize ways in which children and youth can
   1. assume real responsibility and
   2. thereby learn that they can be and are trusted.

GROUP H –

I. PPS Role

A. There should be opportunities for counselor aides (assistants, associates, etc.) – related to differential staffing – blending the talents of the professional, para-professional, and the trainee.
   1. They can free counselor for more use of his skills.
   2. They can reach some kids better or in different ways than counselors.
   3. They should be able to progress on the career ladder (lattice).

B. Role definitions and models already developed especially by professional associates – good framework – but we have never adequately tested or implimented them – most points made at this conference are covered by them. Maybe need for different emphasis and adaptations–role modifications that we cannot spell out clearly now may emerge from the interaction with community, school staff, parents and students. PPS implements concept of meeting needs of those they serve.

C. Better implementation of role requires

1. Better training–some important elements of role are neglected in current training–both pre-service and in-service (see comments in section on Training).
2. Study of administrative structure and attitudes in the school. Is it an environment conducive to PPS role–when they have a chance to do what they are supposed to do?
3. Staffing in more sufficient numbers so not spread so thin.
4. Evaluation and accountability–does the behavior of students reflect PPS claimed goals? Do PPS recognize their responsibility to pupils and society as well as to their administrators who employ them? Activist.

D. PPS program in each school should have advisory council representative of school staff, pupils, parents, community–

And they must communicate–two ways–interpreting goals and what PPS can do (presumably) and understanding what it is that is wanted of them.

E. PPS must be involved in the total school program not just counseling, testing, casework with individuals but interpreting pupil and community needs and working toward changes (in school and community) that are required if needs are to be met. PPS role in curriculum is now more in theory than practice.

PPS is implemented them – most points made at this conference are covered by The problems of PPS and of our schools need to be tackled on all fronts.

F. More intensive efforts to spread the word re experimental approaches that work (or don't work).

G. Minority groups must have good total educational opportunities–by bussing if this is the only way it can be achieved in a given community.

H. PPS must respect all people as individuals with rights.

I. PPS should work with professional organizations to better implement or improve role.

J. Although poor and disadvantaged have pressing needs, PPS and the schools must not forget all the other children and their needs which are also very real.

II. PPS Training

A. Institutes should be concerned with placement after training. There should be assurance that trainees will be allowed to use their skills. (e.g. in Omaha a qualified black is employed as a teacher rather than as a counselor).

B. Career ladder opportunities should be provided in training; can be the source of additional manpower–persons who can make real contributions who otherwise would not enter this work.

Requires financial assistance to trainees.

Requires flexibility and/or new approaches in college admissions, formal course credit requirements, state certification; not Council on Accreditation, etc.

C. Persons coming into training should reflect the group (including racial, socio-economic); Need further intensification of efforts to recruit intensive efforts to spread the word regarding experimental approaches that PPS as individuals. *However*, in the total effort of preparing PPS competence is the important thing.

D. Training programs should also prepare PPS to work with those who differ in racial, cultural, socio-economic etc. A complex of factors affect the extent to which PPS workers are accepted by their clientele and are able to work effectively with them.

E. PPS must be trained to study and understand and influence the school and the community in which they work–sociological, economic, cultural, etc., etc.

F. PPS must be trained to work with (influences) other decision makers– be concerned with making a closed system an open system.

G. Training should be realistic in terms of social setting and school setting. Trainers should have had experience in what they are teaching others to do.

H. More supervised experience–field work.

I. Should experiment with a 'different package'–i.e. maybe a combination of counselor-psychologist, counselor reading specialist, psychologist- social worker, nurse-counselor, etc. or a 'general' PPS worker–especially for rural areas.

J. Training and certification requirements should be revised so that performance criteria are emphasized above (or instead of) college credits.

K. EPDA funds should be used to develop experimental roles–in collaboration with state departments of education and school systems that are willing to try out these roles.

L. Training programs should deal with pupil evaluation by other than standardized tests.

M. Training institutions should have a real commitment to the program funded, to the PPS training program, and to the appropriate placement of enrollees after completing the program, this includes counselor assistant (para-professional)training.

N. More emphasis needed a program evaluational (educational audit) to assure must be trained to study, understand and influence the school and adhered to.

O. Federal policy and procedures must be trained to work with (influences) other decision makers – term commitments.

2. Clear and consistent policies and criteria.
3. Advance funding legislation.

These factors affect both the training grantee and the enrollees.

P. 1. Invlove practitioners in the field and our clientele (school staff, pupils and community) in planning training programs.

2. Get feedback (follow-up) on reactions and sucess of enrollees in later employment.

Q. Interdiciplinary insititutes – local teams – so they learn how to function together.

INDIVIDUAL STATEMENTS

A Retrospective Reaction to the Atlanta Workshop

Gilbert M. Trachtman

By the end of the first evening of the conference I found myself overwhelmed by a deepening gloom. I became aware of a depression and anxiety which many seemed to share with me. It was not easy to put into words at first, but we grappled with and tried to cope with these feelings,even if we could not verbalize them. From a distance now they seem clearer, and I know now what I wanted to say in my work group, Some of this was said, in bits and pieces, but this is an attempt to put it all together.

Very early in the conference it was clearly established that public education in this country was certainly inadequate for minority group children and many felt it was also inadequate for many middle class children. Pupil personnel services were certainly not exempt from such criticism. From this very rational beginning, however, there somehow suddenly emerged the irrational sense that we, assembled here, during this workshop, would either correct all the evils of minority group education or see the workshop labelled a failure.

There followed then, a series of dialogues, confrontations, and discussions which seemed almost schizophrenic in their separate identities. Less clinically, it seemed as if I were tuning in now to one channel, now to another. One set of conversations weaved in and out of philosophical role discussions, problems in modifying training programs, questions of certification, accreditation, reviews of innovative programs, federal funding policies and inconsistencies. However, rarely did this include related discussion of the actual and specific functioning of a particular pupil personnel specialist in a particular ghetto school and how it might be made more relevant. Then, on another channel one could hear concern about parents and children in minority communities, examples of the inadequacy or irrelevancy or callousness or destructiveness of the school, failures of pupil personnel specialists might play. However, rarely did this include
related discussion of how to train such personnel or how such personnel could function in a traditional setting where teachers and administration expected pupil personnel specialists to play other roles.

Thus it seemed that everyone attacked, with great vigor, a small piece of the problem. However, no one dealt with the problem in its complexity and, therefore, no solutions could be forthcoming. We are dealing with problems inherent in a system, and only a total systems approach can hope to effect a solution. While I do not profess to have any magic answers, I begin to see the direction in which answers may lie. Unfortunately, they seem far beyond the scope of this workshop, although they do, perhaps, suggest some implications for us. This, then, is how I see it:

1. I am not convinced of the need to call for new models in pupil personnel services. For one thing we have not yet really implemented currently accepted models. In the pupil personnel specialty with which I am most familiar, school psychology, I would guess that the great majority of currently practising school psychologists are not graduates of school psychology training programs since such programs are only recently established in any number and are still almost totally lacking in financial support from any federal agency. Futhermore in many areas, especially in schools serving minority groups, pupil personnel specialists are greatly under-represented in terms of generally accepted ratios–I know this is true of school psychology and assume it to be true for other services–and therefore unable to perform recommended roles. Therefore, until we have substantially increased the supply of adequately trained pupil personnel workers following currently explicated models I would be reluctant to see us hop from one bandwagon to another in the search for magic elixirs.

2. Even were there an adequate supply of well trained pupil personnel specialists available, it is increasingly doubtful, in an era of ever-tightening school budgets, that most school systems would be willing or able to employ sufficient pupil personnel staff to implement meaningful programs. Thus the entire question of sources of financial support for public education is at issue. More money is needed for schools. Whether the money must continue to come from local taxation, or should come from state or federal sources is still a moot point. Whether schools should receive more money per pupil and pupil personnel services, special programs, etc.,

is also a moot point. The undeniable point, however, is that in addition to increasing the supply of adequately trained pupil personnel specialists we need to increase the schools' capability for employing pupil personnel specialists in adequate pupil ratios.

3. Given the above, we need one more ingredient in this proposed stew—increased accountability to the community. Local control of education has always been theoretically existent in suburban and rural communities, and there is evidence that many communities are becoming increasingly interested in exercising this control. The movement toward decentralization in many urban areas also represents halting steps towards community control. A community which exercises control over its educational system will demand accountability from the system and from its various components. This must ultimately be the source of role difinition in pupil personnel services—based on providing those services desired by the community. There may be some misuse of this power in some communities—some pupil personnel specialties may be abandoned in some communities — but in a participatory democracy it is the right of the citizenry to make 'foolish' mistakes if it chooses. Meanwhile, in most situations, pupil personnel workers will provide the services desired by the community or convince the community that other services are more desirable. Training programs will produce pupil personnel specialists whom communities will employ, or will go out of business if their graduates go jobless. From the interaction between communities, schools, and universities will evolve truly creative or innovative roles.

It follows then, that I cannot support new guidelines calling for new approaches or new models. The real answers to the problems which confronted the workshop are beyond the scope of this workshop. The one criterion we should insist upon-in addition to urging more funding-is the criterion of responsibility. Any program funded should be held to its stated prospectives and funding should be continued only if it delivers. The Office of Education meanwhile, should also assume some responsibility for fulfilling its commitments, and not withdraw funding in the middle of a program's development because of more attractive prospects appearing elsewhere or for political expediency.

Reaction to Meetings at Leadership Training Institute

Eugene Giles

The first and most striking reaction to the meetings as a whole was that persons,the majority of whom were counselors or counselor- educators, and thus supposedly more than normally capable of listening to other persons' viewpoints, were extremely inept in this professional art or skill.

This generalization seemed to me to apply in the general sessions in which minority representatives strove to elicit confrontations which did not usually emerge openly, and in the small group sessions in which each participant could hardly hold his breath long enough to permit the other person to complete his own description of how well he was doing in his own project.

Futhermore, even though the recorder in my section endeavored to capture the essence of meanings and of the discussions, and even though these summaries were read back and corrected by consensus, there was rather negligible correlation between his summarization and that reported verbally before the general meetings by the reporter. This is a somewhat surprising turn of events, particularly since the reporter himself was a dominant guiding hand in the deliberations of that small group. To me it was almost as though the reporter had discarded as useless almost all that which he himself apparently believed. To me there seemed to be too much editing and it would indeed be interesting to check the congruence of the recorders' and the reporters' final reports.

Confrontation was often avoided at the cost of further polarization. This was illustrated at one general session whenever one member of the majority group, apparently a little 'fed up' with continuous blame for the generalized failure of pupil personnel workers, 'clammed up' when his remarks met a barrage of criticism. In my small group, dominant figures used such terms as 'narcissism' whenever other persons than themselves chose to utilize words in summaries which were semantically more nearly descriptive than those proposed, or after listening to long detailed descriptions of someone's project, discouraged others from doing likewise. Very obviously polarization instead of resolution or integration of differences operated against the accomplishments hoped for.

From the well prepared and highly documented literature sent out in advance it was obvious that the Leadership Training Institute should have directed its efforts toward positive goals. Little was said, in my section at least, about what could be done to improve pupil personnel services. Instead we 'beat our gums' over how badly we had done. It was first said we should get rid of school administrators, then personnel workers, then teachers, then parents, and then children. It was not well received when I suggested that why should we not go 'full-circle' and advocate the destruction of all organized society. Perhaps my comment was appropriately typed as 'clownish cynicism' but it all

depends on who is running the show as to whom should be classed as clowns.

Little consideration was given to the fact that those who advocate complete destruction of personnel work as a field should figure how they intend to finance themselves while serving as 'activists'. What chance will a small band of activists have in trying to overturn entrenched organizations such as A.P.G.A., A.P.A., and the many other associations? These organizations themselves do not have a fighting chance for survival as combatants against N.E.A. They do not enhance their influences by encysting themselves in isolated cells and merely rebelling. It would seem to me that we had better devise new groups of persons interested in changes based on meeting needs of those outside our own small inner cliques, and that we had better begin now.

I would certainly congratulate Gil Moore as a 'proactive person',determined to reconstruct the shambles of isolated personnel activities rather than as a person 'sans ears, sans eyes and sans everything'. The only solution satisfactory to the latter group is a dictatorship of their own design. Certainly Gil has a better interpretation on life than this. His misfortune in this meeting should not be used against him, instead it should be convincing evidence to Davies, Spillane, and others that Gil's projects should be funded.

Statement of Recommendations to the Pupil Personnel Services Leadership Training Institute Workshop

Clyde Giles

In my view a useful focus around which recommendations of this conference to the U.S. Office of Education–EDPA–might be made should be based on positive alternatives to existing educational policies they may more fruitfully anticipate and respond to the issues and processes underlying the crisis conditions in education.

Three points of interest recommend themselves in this regard.

1. Programs and policies that are geared to an examination of the nature of the conflict in schools–both rural and urban.
2. Programs and policies that have as a priority the consideration of scientific knowledge as a basis for understanding the issues with a view toward democratization.
3. Programs and policies that establish a climate wherein recommendations are developed hopefully to alter the present negative aspects of school policies.

Generai Educational Problems

The following represent some of the areas demanding attention:

1. In all too many instances professional administrators have demonstrated their insensitivity to the intellectual, cultural, and emotional needs of the oppressed children of the inner city–Black, Puerto Rican and Chicanos. So that the result has been and continues to be system maintenance at the expense of individual and group growth and development.

Curriculum Inadaquacies

Generally, the curriculum does not reflect the *immediate* needs of these oppressed communities–rural and urban. There remains the emphasis on traditional values that have served as effective deterents to a more realistic understanding of the particular environment.

Physical Facilities

Throughout the inner cities of this country the educational plant is deteriorated and inadequate to meet the educational needs of the pupil population.

Blacks and Puerto Ricans are most likely to occupy the ghettoes of the inner city, but the names of the schools don't reflect the culture and heritage of these communities.

Teacher and Pupil Personnel Workers' Attitudes

A key factor in the crisis of education is the effect of teacher attitudes in the performance of students. For some reason researchers who enter the school setting to conduct research, rarely study the behavior of teachers and pupil personnel workers. This seeming 'non-agression pact' between teacher and researchers was broken by two researchers–Robert Rosenthal and Lenore Jacobson, who wrote a report on the effect of a teacher's expectations upon the performance of his pupils. The utility of the self-fulfilling prophecy was adequately demonstrated in this report. The 'central proposition of the report is that one person's prophecy of another's performance can come to determine that other's intellectual performance.'

What are the implications of this report to the condition of so-called 'ghetto schools?' Can at least part of the failure here be attributed to the teachers, counselors, school psychologists, etc. expectations as well as the student's environment and ability?

Recommendations

A. That more time and money be spent defining the 'attitudinally disadvantaged teacher and pupil personnel worker' and less on the so-called 'disadvantaged' child.

Bl That the Office of Education EDPA adopt a philosophy based upon and commensurate to the establishment of *democratic* principles in the school systems and that a list of criteria be set up to *determine* which systems are more in accord with fulfilling these democratic *principles.* Further, that *funding* be based upon the above principles. A question that needs answering is: 'What are the non-democratic elements in a school (K-12) that characterize that school as a *closed system?"*

What are the formal and informal aspects of a school

district's policies that structures the relationship and functioning of individual schools?

C. That the Office of Education and EDPA evaluate the possibility of *direct funding* to the *local school* (experimental or otherwise) demonstrates a capacity for *innovation* and *change* towards *creative* and democratic means of achieving quality education. That EDPA help facilitate school decentralization thru community *control* where the historical developments of unequal financing and poor conditions has led to the existance of a 'disadvantaged educational system.'

Respectfully submitted,
Clyde Giles
Assistant Professor
School of Social Policy
and Community Services
State University of New York

Reactions to Atlanta Conference

Barbara Klein

I am a college student and I speak from my personal viewpoint and not from that of any particular minority or majority group. I was at the conference to represent a student's voice in the evaluation of the services of the pupil personnel workers. I was struck with the realization that I heard so little about 'pupilness', necessarily implying 'human-ness'. I couldn't help having the feeling from listening to the words and the eyes of some of those very impressive 'titles' who attended the conference that their professional long-range goal in the educational field was to mold children to conform so many tired eyes and to hear so many weary voices who, to me, so many tired eyes and to hear so many weary voices who, to me, These are the same men who I see holding in their hands the power to act in advancing the educational system in this country. It seems to me that in order for a person to act, he must first be energized. I was wondering just where this energy was to be found. The human element seemed to have been evacuated from the systems of many of these men who are presently operating within 'the system'; a void remains. An element of fear seemed to cast a shadow on the void remains. An element of fear seemed to cast a shadow on the stability and 'peace of mind'. I did hear whimpers of, 'We must be doing something wrong' and a few gasps of, 'let's change things', but in the end I saw much frustration, mainly attributed to the premise that change can occur only with the motivating power of dollars and cents. That element, being hard to come by–forces change to come about very gradually – as gradually as the time it takes to fill the piggy bank.

I did meet some people who left me with the feeling that they really cared–cared about children–about the possibility that there may have been no *funding* for that child's breakfast and perhaps that might be a reason for displays of irritability in the classroom, for lack of concentration, for lack of interest in reading, and virtually every other aspect of that child's school day. It seems an indispensable function of the pupil personnel worker to understand and be able to apply very basic facts of life to working with children (people). A very special understanding and the sensitivity to handle such problems requires more than being able to communicate with children; going out into the community and aiming at the root of the problem seems essential. Our society needs repair. I am setting up the PPS worker as some sort of demigod, housing inside of him a never-ending source of energy, good will, and altruism. My expectations are not quite so great, but I do feel that only when the school is viewed as an institution of the society composed of people and existing for the people, implying that an understanding of the community is essential to an understanding of a child, can a PPS worker be effective in his role. Specific techniques for studying communities and coordinating findings with clinical techniques of dealing directly with the child might prove to be a useful method in the education of the PPS workers. I did meet several people who seemed interested enough in people to want to learn as much about the 'total person' as possible in order to more effectively deal with his problems. I also met up with the attitude, 'I'm not interested in the 'total person';I'm interested in his education'. This I found depressing.There are far too many of these quasi-educators who have yet to learn the meaning of their profession.

One of the many intangible things that I gained from my participation in the conference was the impetus to move ahead with great energy to try to initiate cahnge inthe schools in my own small ways. I see the need for new people in the field with a strong academic background which I am confident that these educators have to offer. I see the need for people to go into the field with the notion that they will be willing to risk a little to dig the 'system', as it now stands, up from its roots and create in its place a humanizing structure in which the education of children can better take place.

I appreciated the opportunity of being included in this conference. I feel that I gained a tremendous insight into the scope of problems which face educators today. This left me with a desire to plunge head-on into the field to see what I could add as far as a positive change in the direction of humanizing the school.

My personal experiences have shown me that a lack of funding is no deterrent for humanizing the educational process. A motivated and knowledgeable PPS worker (in any branch of the service) can serve as a trainer of paraprofessionals, consisting of interested community members, high school and college students. These people can serve as volunteers in any variety of ways: tutoring, group outings, discussion groups on

pertinent topics, supervised free play, etc.—All of these and more can be skillfully and willfully handled by motivated volunteers. I am now involved in such a project on a voluntary basis and I find the experience rewarding (spiritually) for both myself and the children with whom I work.

It is true that it is difficult to get people motivated to do things with and for other people without them being mercenary. (our society perpetuates this attitude – another thing to work against . . .) I do feel, naively perhaps, that an interested PPS worker in the school could devote some time and effort towards organizing for the recruitment and training of para-professional. If the colleges and universities would be willing to supply the motivation via awarding 'credit' for services rendered by their students to others, and programs in the high schools would allow alotted tome from the regular day for interested students to tutor and otherwise guide younger students, this could possibly eventually foster better feelings among people – or to be less idealistic and more reality oriented, this sheer increased force in numbers, all there on a voluntary basis, increases the effectiveness of the PPS. This would be accomplished without any increased funding and no administrator's equilibrium need be challenged. The only extra ingredients needed are revitalized energy systems, creativity, and a dedication to the ideal of instituting a tinge of 'humanity' into the education system.

This is a simple idea which I feel has much broader implication for greatly expanding the pupil personnel services for the children in our schools.

Reactions

Edward Stormer

I am listing specific recommendations or ideas that our local EPDA Task Force came up with, or ideas of my own, that I am not sure were represented in the evaluation in the national meeting in Atlanta.

Major points are as follows:

1. Dramatic change in the role of the pupil personnel worker is necessary. The reason for this is what students refer to as 'the system.' 'The system,' however, is not as Blacks refer to the White system. 'The system' forces the same deadly pressures on students throughout our schools whether it be the minority groups such as Blacks, Chicanos, Indians, or White Appalachians. 'The system' is simply the authoritarian system that youth are rebelling against and not the oppressions of minority groups. The poor, white Appalachian has the same fears and feelings of rejection and defeat that other minority groups have. The middle or upper class student taking dope or marijuana etc. feels the same rebellion against the powerful repressing authority of the school.
2. School administrators must be brought into the training process and the awareness of and dissemination of the role of the pupil personnel worker to a far greater degree and intensity than before. The administrator is one of the potential blocks to the effective functioning of the pupil personnel worker.
3. Certification should be minimized. Proficiency of the tasks established by the role should be the main qualification. Freedom must be preserved for para professionals and part-time in the school to function in the pupil personnel program.
4. Evaluation of role and services must become a significant part of every school program. Pupil personnel workers, counselors, etc. must be able to justify their work to local school systems through well done action research evaluations.
5. The pupil personnel worker must function as an educational change agent with skill, knowledge and technique in bringing about change in the system on all levels from the community to the classroom and the administration.
6. He must function as a liaison for students between community, school and home. He must be the one person who is committed to the student and the student's rights and needs.
7. Training must take a different tack. Selection should include areas such as leadership ability. Training must be strong in group leadership and in-service staff development with groups of teachers and administrators. Training should include techniques on how to change teacher attitude and behaviors toward children. It should move off campus and into the school even in a large part of pre-service training. Field training centers should be established where professors work in the public school, where in-service training is a part of the school routine, and where released time is allowed weekly for training workshops.
8. A feedback system between community, parents, students, teachers and administrators must be established and maintained. Groups including all factions of the school society must function across all these areas at all social levels. This feedback system must be characterized by honesty and openness at all levels.
9. The entire program should promote two central concepts – encouragement and responsibility; in explanation: teaching a school system how to build on the student's and teacher's strong points and learning to encourage instead of discourage. Secondly, there must be a focus on how to teach students to be responsible, to learn through natural and logical consequence that they individually are responsible for their own behavior and the outcomes that occur. These concepts including how to understand youth and accept them in a partnership in education are elaborated in the Adlerian approach to human behavior as interpreted by Rudolf Dreikurs. While these principles are utilized in many theoretical approaches today, they seem to hold the potential for solution or reduction of many of the crisis problems the school system is facing.

Reactions to Atlanta Conference

Ralph M. Roberts

I have a generally positive feeling about the process in which we are engaged and am hopeful that good things will flow. I do have a few minor reservations–as you might predict.

1. I am getting a little tired of, and honestly question, the contribution made by some of the current crop of perennial conference goers who appear to be making a stereotype (and a career) of catagorical hostility and name calling–without positive suggestions leading to solutions of problems of which most of us are painfully aware. Perhaps it is time now to identify and give exposure to the views of other 'leaders and representatives,' equally realistic, but with a bit more imagination and generosity of spirit.

2. After a couple of days of unrelieved excoriation, describing school administrators as insensitive, authoritarian, self-serving clods; and dismissing school teachers as insecure, uncaring and jealous custodians of a destructive and demoralizing status quo public school system–it occurred to me that perhaps one reason PPS workers haven't been more enthusiastically embraced as neo-messiahs is that our attitude is showing.

3. Perhaps a (or the) major PPS problem–one we share with other adolescents, individual and professional–is that of coming to terms with a truly realistic level of aspiration. Obviously it is imperative to mobilize every ounce of strength and skill for the try–and to keep trying, of course; rejoicing whenever, wherever, we can count ourselves contributing to what you aptly termed 'increments of progress.' What seems not so obvious at this point is the probability that we can expect to continue to be chastened by whatever truth resides in the old saw, 'If the world could have been saved in a day, someone (maybe an LTI workshop) would have saved it yesterday.'

Reactions to Atlanta Conference

Vaughn E. Huff

In my brief report of our Atlanta group, I indicated I'd be sending you another letter in which I wanted to share some impressions and ideas. This is it.

One of the flavors that seemed implicit in the Conference was that P.P.S. workers are 'good guys' and other school personnel are 'bad guys.' In other words, I got the distinct feeling that the P.P.S. worker implicity and unequivocally had the well-being of kids at heart and that teachers, administrators and others were inhuman, unconcerned, and irresponsible. In mentioning this uneasy feeling of mine to others, I was assured that I was not alone in that feeling. Admittedly, the schools are not in good shape or even acceptable shape. They do need reform and revitalization. It serves little good, however, to project the blame and responsibility onto others. As a matter of fact, it has been my experience that there are perhaps proportionately fewer adequate, committed, etc. PPS workers than other school functionaries. We need to look at ourselves rather than to others for that needed revitalization. I'm reminded of Tony Riccio's terse statement in the recent *Guidelines* regarding this very issue.

Following on what I've said above, I suggest that a concerted effort be made to involve those 'other' school personnel in the deliberations of the panel and its consultants. One group, ASCD, for sure has had a long history of commitment (at least on paper) to the need to make the educational experience a quality one. Although I don't know of other organized groups' efforts along these lines, I'm sure the PPS people do not have a corner on the 'concerned' market. You made mention at the Conference that other groups had been invited to send representatives to the Conference. Why they chose not to do so seems like a critical question–one which should be pursued as I see it. From my limited and also uninformed position, it seems naive of the panel to not tap into the thinking of those 'other' groups who share our concern about the irrelevant and dehumanizing experience offered by most schools. I would further suggest that consideration be given to the forwarding of the Conference report to representatives of NEA, ASCD, and others for their feedback.

I found the Conference to be a good experience for me from many perspectives most of which were peripheral to the primary reason for the meeting. The group with which I participated worked well together. Yet, we were 10 professional people (counselors, counselor trainers, a social worker, a nurse, a school psychologist, and a school administrator). If we really want to know about the 'action' from its sources, it would seem only reasonable to have kids and lay persons from whom to learn. I'm afraid that the input from our group was pretty slanted. Perhaps future meetings could promote more balance between the 'consumers' of services and the 'sellers.'

Throughout the meeting I kept hearing about the

idealized person (PPS worker) who was to be the 'everything to everyone' person. I personally found these discussions to be so idealized that I was often unable to participate. Who can effectively argue that schools are not relatively void of dynamic, proactive, deeply committed, champions of justice? Such an assertion seems obvious. But to define the PPS worker's role as embracing all that is not now being done in schools seems unreasonable and naive. I would have preferred focusing on some 'reasonable expectations' for PPS workers rather than 'mission impossible expectations'–the focus which I felt pervading the Conference.

Another focus of the Conference which troubled me was the idea that the PPS worker should be an 'advocate of the child.' I heartily agree that such a focus can be needed. I would much rather have heard us talking about the PPS worker as an advocate of justice regardless of whether a child, teacher, janitor, or whoever might be involved. If PPS workers are people-oriented, then it would seem that child-orientedness is too narrow a definition of role.

Most of the discussions about which I heard and in which I participated at the Conference implied or stated a much broadened view of the PPS worker. This view encompassed working as a field person in the community, in-servicing teachers and other school personnel, as major roles of the PPS worker. Such an expanded view would seem to make the existing title, Pupil Personnel Services worker, outmoded. That is, this newly defined role encompasses much more than work with pupils (a word which has always bugged me when referring to young people). It would, therefore, seem appropriate to re-title the role so that its breadth of perspective and responsibility would not be overlooked. Sure, there is not much magic in titles, yet the existing title no longer reflects the work done by the worker. Hence, re-titling might contribute in some small way to a clarification of this whole area.

From the Conference, it would be easy to overlook the fact that there are quality training programs in existence across the country for much time and attention was given to problems. There were, for example, what seemed to be a couple of high quality programs in our small group (at least from the enthusiastic statements of the directors). There are, however, a couple of problems in this area; namely, there has been very limited dissemination of information about quality programs, and there has been even less investigation into those factors which make programs of quality. In this area it would seem that the USOE could perform a very valuable service by pushing for external, comprehensive evaluation of programs and then disseminating such information to training programs across the country. I've not considered the politics of my next comment and I'm sure it would be very sticky *but* I'd also like to see the USOE assume some responsibility for identifying quality training programs (regardless of whether they have been federally supported or not) throughout the country. We are greatly in need of good training models and such USOE action as identifying and sharing information about quality programs could be helpful to us all.

Hubert Strayhorn

PPS will have to provide more opportunities for youth to *know* that they are heard.

Youth are constantly saying something but too often we do not hear or read their experssions.

Can this lack on the part of PPS be viewed by youth as indifference or what they say and think does not matter or have any *value*?

To begin to more seriously hear youth maybe PPS will have to reexamine view points and attitudes, and perhaps even develop newer techinques.

Regardless of whether the adult society and PPS agree with what youth say and do, there is profound meaning and deep feeling in their expressions of feelings. To ignore, dismiss, or shut off these signals closes the door for the initial work of the PPS. It is so very significant when youth unashamedly and unafraid openly express their feelings about:

> War, Napalm and the bomb, the mourning of the death of Martin Luther King (many white kids wore Martin Luther King bands) drug abuse, poverty, and pollution.

Are youth in general more concerned about humanism than we are? There may even be a large 'silent majority' among kids in this respect because the concept is *not always acceptable* to the adult society and the system.

PPS will have to take a more active role in helping to eliminate racial tensions in schools where it exists. If it is true about the basic concern for humanism–many kinds must suffer overtly and subconsciously. This must have something to do with learning. We can not overlook the fact that we have taught youth to think and believe in the democratic way of life. The paradox emerges as we ignore their responses and 'gut' feelings about undemocratic and unjust treatment of humans.

This conference might address itself to the little heard of or publicized *'1970 White House Conference on Youth.'* PPS workers should take an active role in participating in the conference. The vast amount of participants are expected to be youth. We may learn even more from them at that time. (December 1970) I guess President Nixon is going to have the conference.

Margaret Labat

1. **Philosophy**

   Emphasis should be on doing whatever is necessary to help students feel worthwhile and important as people.

2. **Role**

   Must be expanded to become more involvement oriented as far as relates to students, teachers, parents and community influences.

3. **Training**

   Would set Pre-Service as the training priority.

   More school and community experiences should be available for students and staff.

   Programs should be designed and implemented on a parity basis basis – university schools (students) and community (parents and representatives) of community organizations.

   Program should center around a developmental appraoch with different entry levels and a built-in possibility of movement.

   Program should concentrate on a new type of P.P. worker with universities making the necessary changes to certify at different levels. This is necessary to prevent the persons becoming locked in at the salary level of a sub professional.

4. **Need**

   Focus on programs for minorities urban – then rural.

   To limit the number of programs and concentrate on making a few demonstration models. This is necessary if an impact is to be made.

   To insist that the school system will share the cost and provide positions to the persons trained in the program.

Ann E. Robinson

We, as Pupil Personnel Workers, must make known to our colleagues and supervisors our various areas of skills and competencies. Far too often, we function in limited ways, such as giving tests, or "looking - into - a - family situations" or filling in immunization cards when we are capable of making a much more meaningful contribution to the educative process. Pupil Personnel Workers must begin to disseminate *information* more effectively about our professional capabilities.

A primary focus in this group discussion concerned with "Social Perspectives on Pupil Personnel Services" should be on the class functioning of education in an urban setting populated primarily by oppressed minority groups. Is post-modern day education a process through which children must go to attain a certain level of citizenshipship? Is our way similar to the educational process in South Africa, for example, which prepares blacks for second - class - citizenship? Thinking through the class-functioning of public education which forms the social institutions in which pupil personnel service workers may very well contribute to the development of a broader view of our changing and challenged roles.

After much deliberation, I believe that training programs for pupil personnel workers primarily servicing *oppressed* minority groups must include, in addition to their regular curriculum:

A. a series of organized courses on the developmental processes of the *oppressed* minority group child, such as

   the development of the black child, Mexican child, etc.

   school adjustment difficulties of the Indian child, black child, etc.

   adaptations of personality theretical constructs in a black school setting

   If the directors of the programs are unable to find materials or literature in this area, the training programs should organize an investigative course which should result in many position papers on minority group youth.

B. An on-going series of free-tuition courses with high school or college credits *for* parents, pupil personnel assitants who work in the schools and live in the community and PTA groups. These courses should focus on majority group child development theories, the many models for pupil personnel services in the school, the relationships between pupil personnel services, curriculum development and evaluation.

C. A full semester of group sensitivity experiences, which I prefer to call de-conditioning experiences. Focus should be on stereotypes, attitudes and myths about minority group people. The directors, faculty members and pupil personnel workers should be the group participants. The basic premise, I feel, should be that all of us, blacks and non-blacks are conditioned to think and feel negatively, to a greater or lesser extent, about the oppressed minority group child. This de-conditioning experience should have at its helm a specialist in group-sensitivity training and an historian interested in up-dated Afro-American history and able to tell of the slave-master mentality in its historical development.

D. a cadre of black and other oppressed minority group faculty who should be made first-class citizen in the academic world. Black consultants should also be regularly employed in specialized areas.

E. a series of courses in educational administration should be provided so that pupil personnel workers will be prepared to assume responsibility and make decisions when the opportunity presents itself.

F. organized courses on the effects of racism on the majority group adult and the society in which *they* live.

Laurence Beymer

It seemed to me that a basic assumption of the conference was that inappropriate and/or ineffective training methods are the causes of ineffective and inefficient observed behavior of pupil personnel workers. This is a 'devil-theory' of history, and an assumption unwarranted by facts. So many factors intervene between training program and contact with children that even dramatic and radical training programs can be expected to have but little effect upon on-the-job performance. I think we need to know much more about the school as a social system, and its many relations to the general social system outside in order to find those key places where efforts will bring about those changes and improvements in services which everybody wants . . .

We all need to ask ourselves to what extent our actions are meeting the needs of students,and to what extent our actions are designed to meet the needs of ourselves, or of some cause or organization we support.

Good intentions and lofty motives are no defense for using other people to meet our needs. We have produced a long and sad history of devastation by projecting our needs upon others; for example, the sending of Christian missionaries to Pacific Island cultures, and Bureau of Indian Affairs teachers to our reservations.

Needs of any group should be determined by the active participation of the members of that group in the process. We should do things *with* people, not *to* people.'

I reject the proposal that pupil personnel workers be organized into 'Mission Impossible' teams, charged by some unknown authority to infiltrate a system and drastically alter it by the use of extra- legal methods. This can be a very romantic model if we agree with the purposes, but when others with purposes we reject play this game we call them Facists. Ends don't justify means. We can bring about changes *within* systems, and we should get on with doing so.

Hugh Scott

It seems unrealistic to look upon the role of personnel who function in the category of Pupil Personnel Services as being the major force or a chief agent in the process of keeping the system effective and honest. The influence of such personnel certainly needs to be activated, but in the power structure of educational systems pupil service personnel just don't have and will not have the administrative power to mandate their insights and proposals into actuality. The strength of the role of pupil service personnel rests in the direct relationship such personnel have with students. If counselors and other pupil service personnel can assist students in becoming full and effective participants in the social, political and economic structures of our society, then they will be performing a needed and critical role in the informal and formal aspects of the education process.

The issue, as I see it, is not, should the supportive personnel be terminated because of their relative level of ineffectiveness, but how can such services be so designed and implemented to provide a necessary component to the total educational process?

The scope and quality of existing or emerging roles of personnel who provide pupil personnel services will be sharply shaped and determined by the degree to which the intent of the educational system is compatible with the legitamate goals and needs of the specific population being served by such services. Professionalism dictates that any educator demonstrate an active involvment in the equitable resolution of issues and conditions that impede or delimit the growth and development of any individual or group. The pupil personnel services worker who wants the stature of a professional cannot possibly accept or combat forces and factors that consciously or unconsiously operate to negate reasonable opportunities of any individual or group for full social, political, and intellectual growth and development.

Radical changes need to be instituted not only in re-directing the intent of education in America for the poor and its blacks, but to modify present and to introduce new procedures and principles related to the resultant changes emerging from a reconstruction of the intent of education in America.

Observation: Based on the experiences of discussion group number one and the general discussion, it is quite evident that the following factors operate to impede the constructive efforts of this conference:

1. Professional frustrations and status concerns of individuals
2. Personality conflicts which interfere group and individual inter-action
3. Level of sensitivity associated with the Black-White confrontation
4. Focus was directed to possible recommendations for future actions, not on what appears to be dividing us as professionals.

The panel primary focus should be directed to the realistic resolution of the issues that are dividing this conference in reference to at least these two areas:

1. The Black-White confrontations.
2. The professionalism of pupil personnel services workers.

POSITION PAPERS AND REACTIONS

Position Paper Abstracts

Bruce Shear

On one occasion when Dr. Moore was giving me directions concerning my participation he said, "Write long, talk short." You are, no doubt, well aware that I followed his first admonition. If I am to follow the second I must stick to a brief text. Here it is.

"In the first schools in this country, the staff was the teacher. As enrollments grew, and as the things to be taught increased in number and scope, someone other than teachers became needed to organize and direct the school's program. This was, and is, the administrator.

Then, beginning over one hundred years ago, others have come to work in the schools. Some of these others have much more recently been grouped together under the title of pupil personnel services. They are often referred to an "the helping services."

The first of these to come to the school were concerned that the child be present for instruction. Then some came who *inspected* the conditions of the pupils' body and others came who tested the conditions of his mind. These were followed by some who worked in and on his environment and by others who were to help him choose, prepare for and enter into a job environment upon leaving school.

Orginally, except in the case of the first group to come, the schools themselves did not identify or press the need for these "helpers." Actually, particularly in the academic society of the schools, these "helpers" are still not recognized as vital to the school's purposes.

Presently, the structure of education is pretty much dictated by the concepts revolving around "education is teaching," the "teaching – learning situation" and the "teacher – pupil relationship." Persons other than teachers (including the administrators) are looked upon as non-educators. Counselors, psychologists, social workers, and health service personnel are in the schools at the sufference of the teacher and only to "help me with my work." The instructional clique hesitates to accept these other professionals as educators. They are considered as auxiliary to instruction and are thought to exist only to support the work of the teacher.

This concept has persisted even through those most recent years in which so much has been said about the worth and dignity of the individual, his needs for acceptance and understanding, and the desirable redefinition of educational goals to accomodate these ideas more fully. The actions in recent years, however, have been largely programatic – not personalized. Course content has been updated, schedules have become modular, teachers are training, administratively large schools have been divided into smaller houses, etc. etc. Many pupils, however, still insist on droppingout, "coppingout." "doping out" and calling much of the content and process of education irrelevant to living.

Orginally, many of the "helping" workers have not been, and are not now, serious and effective agents of change within education. The workers in pupil personnel have helped the school in labeling, categorizing, tracking, adjusting, and disposing of differences in individuals. They should be helping the schools to understand, accept, appreciate, provide for and even promote such differences. Their publics are beginning to question further support of pupil services for any less worthy purposes.

Over the years the various pupil personnel groups have spent much energy in attempting to raise the sights and standards of their members. As this has been reflected in the schools, however, it has tended to have more positive effect on the workers' practices. of operation than upon their philosophy of approach.

These groups talk much of bringing the broad knowledge of their disciplines to the improvement of education. They have been very jealous, however, in guarding their own prerogatives and preserves. They have too readily settled into their own sets of problem-oriented practices in the schools. They have done too little to make the schools other than the unrenewing institutions that many have become.

One reason, perhaps, that the pupil personnel services have so little effect upon education is that they have been so inadequately or poorly interpreted in the literature of education and in the press. We choke ourselves with our writings for each other, but we fail to tell our story clearly to others in education and in the public at large.

It is very discouraging, for instance, to search educational writings, other than our own, for indications of our usefulness in the schools. As a group of services, or as separate services (with the occassional exception of guidance), we are almost totally disregarded in books on educational administration, instructional supervision, and techniques of teaching. We are seldom included in discussions of innovative practices in education. It might be said, both in and outside of the schools, that, 'Hardly anyone really knows our name – or our game.'

Another possible reason for the ineffectiveness of the pupil personnel program in the schools has been the lack of coordination and direction. Having entered and operated in schools as separate services, coordination has not always come about naturally and easily. Actually, in the coordination and direction process we are still not very far along in coming up with a workable and well understood systems definition and approach.

In the coordination process we have taken the separate services and have grouped them together. And so far, quite generally that is about all we have – a grouping of services. Few school systems have defined and implemented pupil personnel program objectives, functions, and activities in terms of the adjustment and developmental needs of the children and youth they serve.

I am not about to do that here. The reason I close with this mention of coordination and direction is that heretofore little attention has been given to this program factor in the planning for the preparation of pupil personnel workers. Cooperation, communication, teaming, variable staffing, staff development and other concerns of coordination and direction should have important influences on future patterns of preparation.

Backgrounds of Pupil Personnel Services
Introduction

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There is no inclusive designation of pupil personnel workers that is accepted throughout the country. Generally, attendance, guidance, schoolhealth services, school psychology and school social work personnel are included in the pupil personnel program. Sometimes, speech and hearing clinicians are considered as pupil personnel staff members.

In 1966-67, as reported by Warner[1], the members (full time equivalents) of pupil personnel specialists employed in school districts throughout the country included: elementary school counselors, 3,729; secondary school counselors, 35,550; school psychologists, 3,821; psychometrists, 540; attendance workers, 4,695; school social workers, 4,510; school nurses, 12,006; other school medical personnel, 989; for a total of 65,840. Public health personnel working in schools are not included in these figures. There is no doubt but that further increases have occured in these numbers since 1966-67.

Although, accurate and complete trend figures are not available, it is quite reasonable to say that pupil personnel services have had unprecedented growth during the 1960's. While the support of Federal funds is often given as the basic reason for this growth, it should also be noted that local initiative and support have been significant factors.

But, why are these services in the schools? What are their contributions? When did they originate in the schools? How have they developed? What problems have they encountered? What challanges do they face? It will be the purposes of this paper to sketch out partial answers to these questions.

During the 1960's, accompanying the growth in pupil personnel numbers, there has been increased professional activity in defining and interpreting pupil personnel objectives and functions. In 1960, the Council of Chief State School Officers, published a booklet, *Responsibilities of State Departments of Education for Pupil Personnel Services.*[2] This policy statement said, 'The primary purpose of a program of pupil personnel services is to facilitate the maximum development of each individual through education. These services are essential to the adequate appraisal of individual needs and potentialities and the realization of the potentialities. They help each individual to develop the insight which will lead to self-understanding, orientation to society, and wise choices from among education, occupational, and vocational opportunities. Thus they contribute to the development of our human resources which are so vital to the strength of our nation."(p. 2)

Another group[3], formed early in the 1960's, said, "Pupil personnel services comprise the services performed in the schools by psychologists, counselors, nurses, social workers, physicians, attendance coordinators, and speech and hearing clinicians. The basic purpose of these services is to help insure for every child the maximum opportunity for a successful school experience. They are intended to compliment the classroom instruction of the schools."

This group made up of the representatives of nineteen organizations all having an interest in the improvement of pupil personnel services, was formed in 1961. In line with its name, The Interprofessional Research Commission on Pupil Personnel Services, its

initial avowed purposes were:[3] "To provide through research a body of knowledge that will increase the effectiveness of all professions and services collaborating to provide the total learning experience; To demonstrate efficient programs of pupil personnel services for various sizes and types of communities; and, To carry on and stimulate research on preventive mental hygiene related to the schools."

A research proposal drafted by the Commision was funded by the National Institute of Mental Health for a five-year period beginning in 1962. The funds suuported research projects in four universities. The limitations placed on the amount and use of the funds, tended, however, to restrict the university research to exploratory studies. The small central staff, in addition, has conducted and has participated in a number of pupil personnel survey projects. There have been over fifty IRCOPPS publications and innumerable presentations before local, state and national groups. In all, the Commission's activities have probably stimulated more oral and written discussions of pupil personnel services than have ever taken place in any like span of years.

Since its inception the Commission has provided a discussion forum twice a year for the representatives of a number of national groups, all with professional interests in the education and development of children and youth. There has been no other continuing representative group with such broad and deep interests in the nation's young people. Now, however, in the absence of adequate funding its sponsored research efforts have ceased and a central staff reduced to one professional carries on a "holding" action in the hopes of better times ahead. As a former Executive Director said in a 1968 report,[4] "The need is great, the early difficulty of finding a useful role is past, we hope for the future, but if we fail to find a way to finance the future we will at least not have to be ashamed of our past."(p. 10)

In 1968, one of the member organizations of the Commission, the National Association of Secondary School Principals devoted an issue of its publication *The Bulletin* to "Progress in Pupil Services." In one article,[5] the present writer said, "Pupil personnel activites strengthen the school's efforts to indentify and understand the educationally significant characteristics of each pupil. They provide information and insights to help the pupil's teachers and parents and the pupil himself in his educational progress. Some activities are directed particularly at assisting the pupil to understand himself in relation to his present and possible future environments. Other activities help him to plan for his future education and to progress toward his desired career."(p. 37-38)

Also, in the article,[5] the basic objectives of each of the services were stated as follows:

"Attendance services are intended to insure the regular attendance of all children who should be enrolled in school. This entails activities designed to identify all those, including the handicapped, who should be in school now and who should be entering in succeeding years. Efforts are made to promote regular school attendance; to account accurately for pupil attendance, absence, and tardiness. and to carry out proper exemption and employment certification procedures. Another very important aspect is the effort to discover and remedy the causes of nonattendance.

"*Guidance and counseling services* assist all pupils in assessing and understanding their abilities, aptitudes, achievements, interest, and educational needs. help pupils and parents to know about educational and career opportunities and requirements; help pupils make optimum use of these opportunities through planning and progress toward well formulated, long-range goals; foster satisfactory personal-social development of the pupil; and provide information useful in planning and evaluating the educational program.

"*School health services* aim at helping each pupil attain and maintain the highest possible level of health; providing educational experiences aimed at the development of sound attitudes toward health; fostering understandings and practices which will help each pupil become more self-reliant in maintaining and improving his own health and the health of others; and promoting healthy and safe school environments.

"*School psychological services* attempt to identify the learning and school-adjustment characteristics of pupils. Psychological evaluations are made of pupils with acute problems of development in school, and remedies are suggested on the basis of this diagnostic information. These services also function to assist the school staff in understanding the psychological needs of pupils and in responding in ways which support pupil learning and development.

"*School social work* focuses on pupils with problems of a socio-emotional origin or nature which interfere with normal progress in school. The casework method is used extensively, as are the resources of social institutions and agencies. Social work services include the identification and interpretation of environmental influences on pupil behavior, collaboration with teachers and others in adjustment processes, and strengthening the home influence on the pupil's school progress."(p. 38-39)

Of the many additional pupil personnel activities and emphases in evidence in the 1960's only two others will be referred to in this introduction. Both are 1969 releases, one by a national organization, the other by a very competent survey team.

First, in *Pupil Personnel Services, A Position Statement*, of the National Association of Pupil Personnel Administrators, the organization is saying that, "The development of pupil personnel services has become one of the significant ways in which the schools of America can meet these challenges, (challenges to education) for it is to facilitate the goals of education that pupil personnel services are provided in the schools. The purpose of the pupil personnel services are the same as the purposes of the total school program. The procedures used differ in many respects from the structured procedures of the classroom, but they are an

integral part of the total educational program.

"Along with teachers and other educational personnel, the pupil personnel staff has a deep concern with the school's efforts to:

1. create an effective climate for learning;
2. integrate and utilize all available information on each child pertinent to the educational process;
3. provide educational experiences appropriate to the unique characteristics of the individual pupil;
4. help children develop appropriate aspirations and a positive self-concept;
5. protect each child's individuality, his right of self-determination and his right to be respected;
6. help each child achieve and to facilitate his optimal development.

Thus, pupil personnel services have a philosophical base which is rooted deeply in the objectives of education. Collectively they exist not as as isolated entity, but as one of several essential ingredients required in an educational program."(p. 3)

Liddle and Kroll in *Pupil Services for Massachusetts Schools*,[7] a September 1969 publicaton, in a section on "Pupil Services Defined," have stated:

"How then do we differentiate what educational services fall under the province of pupil personnel services? The three major *professional* functions in the schools are the instructional, the administrative, and the pupil personnel functions. Pupil personnel workers are facilitators. They are made available by schools to help students attain their maximum personal and educational development. In these services the professional focuses his attention on the pupil as an individual. He assists the individual in understanding his skills and limitations; in wisely interpreting the meaning of these factors, the objective world, and his personal preferences in making decisions. The pupil personnel worker is interested in both preventive and corrective services for all students regardless of their level of ability, achievement, or adjustment.

"Within education the two complimentary functions of instruction and pupil personnel services have emerged, each working from a different point of reference. The teacher seeks to communicate the experiences of others as they relate to the child. Pupil services seeks to involve the child in an examination and analysis of his own experiences as they relate to the decisions he is making."(p. 8)

But the pupil personnel activities of the 1960's did not come out of the blue. They had their roots in other occurrences, some of them dating back over hundred years. Let us take a look? How did it all come about?

Attendance

Attendance came first, ahead of the next service to be introduced in the schools by about forty years. Actually attendance is the only one of the pupil personnel services that started as a program oriented to education. It came to the schools following the passage of compulsory attendance laws, in various states. O'Mara has written about *The History of Compulsory Education*.[8]

"In Massachusetts a step toward compulsory attendance was taken in 1836 when children employed in factories were required to attend school 12 weeks each year. Horace Mann the first secretary of the State Board of Education became resigned to compulsory school attendance as the final solution of nonattendance. Throughout his term of office from 1841, Mann continued to recommend that all children be required by law either to attend school regularly or suffer complete exclusion. Not until 1852 did Massachusetts get its first general compulsory school attendance law, the first of such laws in America. It required all children 8 to 14 to attend school 12 weeks each year. Beginning in 1873 changes were made which increased age limits of attendance and length of the school year and decreased exemptions."

Connecticut first aimed at bettering the educational status of factory children in 1813, and from then until 1872 when the first compulsory school attendance law was enacted there were continuous attempts to make sure that children were educated. The laws of 1842 and 1869 both failed to achieve this goal. A law in 1872 required attendance from 8 to 14 for 3 months each year.

"New York's first compulsory education law of 1853 required that children 5 to 16 in country poor houses be taught. Not until 1874 did the state secure a general compulsory school attendance law. In 1863 a "stringent" truant law was authorized. The penalties were drastic and the public became indignant. The law was allowed to 'die on the books.'(p. 11-12)

"Legal provisions for establishing adequate machinery for the enforcement of school attendance were frequently lacking in the early compulsory education laws. For example the appointment of attendance officers was frequently permissive; provisions governing exemptions were commonly general, rather than specific, permitting the exercise of an unduly large amount of discretionary power on the part of local officials; legal penalties for violations, together with prescribed machinery for imposing them, were often inadequate. Moreover, there was in many communities a lack of public opinion to make the early laws fully effective. As a consequence, the effectiveness of a statutory provision for compulsory school attendance varied considerably among the different enforcement units of a State. Gradually however, legal provisions became more specific and mandatory with the growth of public support in the belief that education is an essential, not only as a protective device for a democratic form of government, but also as a means for enabling the individual to enjoy the fruits of democracy in a way that he otherwise could not. By 1900 most states had compulsory attendance laws. A notable exception was the South. Compulsory school attendance laws of some kind had been passed in all states by 1918

even though they varied in length of time of the school year and the age limits within which the attendance was required. The ages at which pupils must attend and the number of days necessary to attend each year varies greatly by States due partly to differing interest in education and partly to differences in the laws and regulations governing enforcement." (p. 12)

"Every state places the responsibility for compliance with compulsory education statutes upon the parent. This has been a continuous and universal practice in writing legal prescriptions to secure the school attendance of all children of the ages set for compulsory education. This placement of responsibility has been an aid in overcoming the oldest and most effective argument against the enactment of compulsory school attendance laws, namely that they contravened the right of the parent to the control of his child. It was argued by the opponents of compulsory education that in a democratic country such legal provisions deprived the parent of his right to control his child and that they were monarchial. The proponents of such provisions granted that in general the parent has the right of control over his child, but seized the opportunity to point out that in a democratic country every right has a counterpart, a given responsibility. In this instance, the responsibility is that of providing the child with the essentials of life and certain designated social opportunities among which education is regarded as basic. The attendance laws thus recognized the rights of parents to the control of his child but at the same time made the parent responsible for his school attendance. It is the parent, therefore, in the first instance who violates the law and it is against him that legal proceedings are first enacted. In order to evade the responsibility, he is required to establish as a fact, that he is not able to control the behavior of his child. If he complains he is unable to furnish his child the necessary personal equipment for attending school, and his contention is substantiated, the general practice is to extend aid for the purpose. Either the parent must send his child to school or surrender aid for the purpose to control of his child, to the end that the child may receive the educational opportunities the law guarantees him. The trend in all states is to eliminate irregularity of attendance due to exemptions by more careful screening of each case to determine whether or not such irregularity is warranted, and by providing necessary means and furnishing remedial measures to remove any real cause for irregularity in attendance. Rapid progress is being made in many states in the shift of emphasis from penalties imposed for violations to preventive measures. There is a growing recognition of the fact that nonattendance and irregular attendance of the present time, as different from the early years of compulsory education, are in most cases due to determinable and removable causes. Unfavorable home situations, economic conditions, personal health problems, lack of proper adjustment to school and mental influences that act as a determent are all problems in the field of child welfare which can be studied in accordance with the techniques used in the field of pupil personnel services. Treatment is afforded in accordance with practices of proven value. The trend in this direction is indicated by the kind of officials who are given the responsibility for the enforcement of attendance laws, the upgrading of standards, the professionalizing of qualifications, the integration of public and community agencies to secure cooperation in removing the conditions which result in the nonattendance of a child."[8] (p. 13)

The emphasis cited in the last part of the paragraph above was many years in the making. A 1907 annual report of a State Education Department stated, "There can be only one way to make a law effective: that is to properly provide those who violate it. If parents who persistently and willfully violate this law by keeping their children out of school are not punished, a general disregard of the law will necessarily follow and the law no matter how good will soon become a dead letter." (p. 7)

However, by 1929 the Director of Attendance in the same State Education Department wrote, [10] "The close relation between attendance service and the special services now provided in schools is rapidly becoming evident. When a child's attendance becomes irregular, the question 'Why?' is at once asked. The answer may come by way of the psychiatrist, the school medical inspector, the school nurse, the physical director, the home economics or nutrition teacher, or by way of the psychologist through discovery of school aggravations, which may be avoided by adjustment, or of subject blind spots needing special treatment. To know how to assist in promoting these developments as needed is one of the duties illustrative of the broad gage character and training needed in attendance officers.

"Further,the trouble may arise in the home. It may be due to ignorance or poverty of necessity of labor or illness or broken family conditions. It is not enough to notify such a family that children must be kept in school. By the cooperation of the suitable community agencies, conditions must be set up which will enable the child to attend. Hence, from another angle the attendance officer must be a person able to deal intelligently and successfully in delicate and difficult circumstances with parents, with judges of children's courts, with magistrates, with humane society officers, with charity and church and civic organizations to the end that, assistance being intelligently and constructively applied, the child's rights may be preserved to him and his opportunities as guaranteed by his State may bear fruit in his school training.

"Thus attendance obtains a content which includes the most progressive and forward-looking elements in school administration and service and at the same time closely touches and cooperates with all the multitude of forces organized in the community to guard and to promote the welfare of its people". (p. 8)

In the mid-1930's, the writer of this paper, then a vice-principal in charge of attendance among other things, attended conferences conducted by the State Director of Attendance quoted above. Subsequent events have indicated that, in his concepts of attendance and other school social services, he was about twenty

years ahead of his time. In 1954, for instance, a committee of the National League To Promote School Attendance Services by saying,[11] "The present-day concept of attendance work is vastly different from its early beginning, in that it approaches truancy as a symptom of maladjustment, and recoginzes the broad gamut of causal factors found within the individual himself and in external forces in his home, school, and community. Attendance work is the earliest of the specialized services officially established in our school systems throughout the country, many having been organized before 1900. In its early history it was often characterized by a punitive approach leading to negative concepts such as the truant officer and the "hookey-cop". As a consequence, today an adequate attendance service must be based on policies which incorporate concepts of behavior,insights, and skills that have attained validity in the development of modern theory and practice in education, psychology, psychiatry, and social work.

By virtue of the fact that attendance is the oldest of special services within our schools, and that medical, psychological and counseling and guidance services have since developed, it becomes imperative that we redefine attendance service in order that its unique contribution may be realized. It is likewise necessary that the function of attendance workers be clearly defined in relation to other specialized services to insure close collaboration and teamwork without duplication of effort and working at cross-purposes.

"An attendance service is basically concerned with the enforcement of compulsory school attendance and child labor laws. Its powers are derived from State and Federal laws. The shift in emphasis which has occurred in this half-century is from one of imposing law upon children and parents in a patronizing or dictatorial manner to helping them to understand the necessity for law, and enabling them to live with satisfaction and in harmony with it. The attendance worker is concerned with underlying causes and in helping the individual build on his own strengths in overcoming his difficulties. Whereas medical, psychological, and counseling services are likewise concerned with understanding causal factors and giving positive help, attendance is different in that the worker is invested by law with authority. Successful attendance service develops out of a recognition that it is essentially a casework service operating within an authoritative setting. Only with full recognition of the dynamic force which this very authority brings to the helping process can we appreciate the unique role which the attendance worker plays in the mutual goal of all educational personnel in helping children to mature emotionally as well as mentally. This understanding also enables the various special services, each with its unique function, to complement one another effectively." (p. 1)

Van Acken [6] in making a proposal for a school attendance program concluded, "That there are two distinct aspects to attendance work. One is highly specialized and creative. Its function is to determine the cause or causes of attendance problems and to take remedial steps which will remove these causes. A person must be well trained as an educator and social worker to be capable of accomplishing work of this nature; he must be at least a college graduate with special training in these fields. He has been called by various titles such as visiting teacher or home counselor. Much of his work is centered about attendance problems, but he is also responsible for problems of personality maladjustment, retardation, behavior aberrations and the like which do not necessarily involve attendance.

"The home counselor's basic function is to foster understanding and cooperation between the school and the home so that the child will be better integrated in both environments and will profit to the maximum of his capacity from the training facilities available to him. The term 'home counselor' is applicable because these workers serve as agents of interpretation between the school and the home and because their work is of a counseling nature . . . The home counselor performs the social services and coordinates the assistance the other services can give on cases of serious nonattendance." (p. 61-62)

School Social Work

School social work was not the next service to enter the school. It is a natural sequence, however, to discuss the beginnings of school social work following a discussion of attendance. A number of writers connect the beginnings of school social work, at first known as the visiting teacher movement, with a need to bring a more qualitative approach to attendance problems.

The first board of education to establish and support visiting teachers in the schools was Rochester in 1913. This followed the first instances of social workers in the schools of New York, Hartford, and Boston in 1907. In these situations, however, the support came from private or civic organizations. The Rochester board explained its action by saying, [12] "It is an undisputed fact that in the environment of the child outside of school are to be found forces which will oftentimes thwart the school in its endeavors . . . The appointment of a visiting teacher is an attempt on the part of the school to meet its responsibility for the whole welfare of the child . . . to secure maximum cooperation between the home and the school."

Partly because of its experience with school system support of visiting teachers,Rochester was selected in the early 1920's for a study [13] of visiting teacher work. The Joint Committee on Methods of Preventing Delinquency undertook the study "for such light as it might throw upon the future of the various forms of social service in the public schools". (p. 7) The author of the report [13] in the "Introduction" indicated that. "The task is not an easy one. It demands far more than an agreeable personality and a genuine liking for children. These are qualifications not to be underestimated, but one should also have, according to such authorities as the National Association of Visiting Teachers, in sociology, psychology, psychiatry, social

work, child-study, and related subjects; training for social work, including knowledge of case work methods, industrial conditions, racial characteristics; and experience in both teaching and social service." (p. 10-11)

In a chapter, "Organization of Work", Ellis said,[13] "The duties of the visiting teachers in the field vary somewhat with the schools to which they are assigned. All are supposed to handle problem children of whatever type referred, but as a matter of fact the types handled in largest numbers depend to some extent upon what other facilities in school offers and upon the personal bias of principal and teachers . . ." (p. 59)

"In addition to these contacts with individual children which are always their major responsibility, certain visiting teachers regularly perform semi-administrative duties which are considered by their principals to be better handled by someone with definite knowledge of the homes from which the children come. In one school all requests for early dissmissal are passed upon by the visiting teacher and tardy children bring their excuses to her desk. Requests for exemption from school attendance because of physical disability come to eight visiting teachers for investigation and eight handle requests for employment certificates. There is a decided feeling among visiting teachers generally that the handling of tardiness and requests for early dismissal should be in the hands of an assistant principal with the visiting teacher always ready to help out in cases which present special difficulties. It is considered wasteful to take the time of a special list for a routine job and there is undeniably a danger that classroom teachers may feel themselves freed of some responsibilities which are rightfully theirs if the way is made too easy." (p. 59-60)

In another excellent early publication on the visiting teacher, Culbert [14] said, "That the visiting teacher emerges as an aid to the school in helping the teachers to understand all non-school agencies and to coordinate their efforts with them. The causes of bad behavior, or truancy, or of the underlying physical and mental maladjustment, are linked up so closely with the totality of the child's experience that the school must share, along with the home and the neighborhood, the responsibility for the cause of these maladjustments. That is to say, the school cannot with complacency require that the child shall conform to that order without first inquiring whether or not that order is suited to the needs and experience of that particular child.

"The visiting teacher, who is both social worker and educator, is especially fitted to make this inquiry and similar inquiries at home and in the neighborhood; and upon her findings to base suggestions concerning beneficial changes in the established order of a particular child's life, in school and out." (p. xiii)

In writing about the relationships with school staff, Culbert [14] indicated the difference between attendance officer and visiting teacher roles by saying, "A clear demarcation and understanding of the types of cases dealt with by visiting teachers and attendance officers would naturally result in an increased tendency on the part of teachers and parents to refer cases to the proper person and would thus save the time of both workers and help to make the initial procedure in handling cases more consturctive. It is not difficult to differentiate these functions. Cases are referred to the attendance officer in most instances for the obvious fact of absence from school. Those referred to the visiting teacher, on the other hand, usually arise from failure in scholarship, from behavior problems or from adverse home conditions which may or may not be related to irregular attendance. School failure and behavior difficulty are, as a rule, relatively less tangible causes for referral than are the problems of attendance, and the approach in handling them must more often be indirect. While careful study and long continued treatment may be required in either type of case, they are more apt to be necessary in those of scholarship and behavior difficulty. However, the visiting teacher usually handles any instances of casual absence that may occur during the treatment of her cases in order to obviate needless overlapping of effort, and because such instances may be incidental factors in the problems to be solved." (p. 101-102)

As for the other areas of pupil personnel services covered, for school social work, I read references in chronological order. The final reference turned out to be so good that I could almost as well have limited my reading to it, "A Historical Review of School Social Work." Having read most of the references cited in the journal article, and agreeing very closely with Costin's [12] ordering and emphasizing of points, I will continue this account by borrowing generously from it.

Costin begins her article by referring to a U.S. Office of Education sponsored study of "the tasks persormed by school social workers . . ." (p. 439) A definition of school social work was developed by analyzing professional school social worker ratings of the importance of tasks. Costin says, "The resulting description largely reflected the school social work literature of the forties and fifties and showed little or no general response to the pressing concerns of the education and social work professions in the sixties: for example, the learning problems of many unsuccessful school children and youth; the underlying conditions of the schools, neighborhood, and community that contribute to their difficulties; or new approaches of potential value in the delivery of services to them.

"How did school social work arrive at a point in its history at which practitioners in the field define their endeavors in relation to the tasks and goals that are not attuned to the urgent problems of today's school children and youth? A review of the professional literature since school social work began in this country casts some light on this question." (p. 439)

Then, after telling of the beginnings of school social work, Costin describes three early influences in its development as "(1) passage of compulsory school attendance laws, (2) new knowledge about individual differences among children and their capacity to respond to improved conditions, and (3) realization of the strategic place of school and education in the lives of

children and youth, coupled with concern for the relevancy of education to the child's present and future." (p. 440)

In discussing the third influence, "Concern for the relevancy of education to the child's present and future", Costin cites early references (1914-15-16) to point up the ideas that, "School workers of the early twentieth century were keenly aware of the strategic place of school and education in the lives of children and youth and were impressed by the opportunities presented to the school. Sophonisba P. Breckinfidge, addressing the National Education Association in 1914, spoke of the maginitude of the school's task and the extent to which its importance had gripped the conscience ofthe community: 'To the social worker the school appears as an instrument of almost unlimited possibilities, not only for passing on to the next generation the culture and wisdom of the past, but for testing present social relationships and for securing improvements in social conditions.' Her plea was for a closer study of failures of the school and the consequent loss in social well-being and for a more effective use of the school's opportunity for 'simple and natural contact' with the families of the community.

"At about the same, other social workers in settlement houses were registering concern about the necessity for the school to relate itself more closely to the present and future lives of the children ... And that, "settlement house residents noted the value placed upon education for their children by many of the immigrant poor and the difficulties the children experienced in pursuing their schoolwork." (p. 441-42)

The Costin article continues to describe the expansion of the 1920's under which the Commonwealth Fund's program for delinquency prevention supported visiting teachers for three years in thirty communities in both rural and urban areas. "The principal activity in school social work continued to be home-school-community liason." (p. 443) Costin also quotes an Oppenhiemer study in which he indicated that "It is of great value to the school to have the benefit of the point of view of one (visiting teacher) who is officially connected with its staff, who is in thorough sympathy with its plans and methods and yet constructively critical toward them; one who adds to this a vision of the outside life and social environment of the children who are its pupils ... The visiting teacher who is not constantly bringing in a picture of the needs of individual children as well as the needs of groups of school children loses a rare opportunity to aid in educational progress." (p. 444)

In the 1920's, along with the emphasis on juvenile delinquency, in the visiting teacher functioning, came the influence of the mental hygiene movement. With the ideas of recognition of individual differences and understanding problem behavior came increasing attempts on the part of visiting teachers to understand "the emotional reactions of the child to his experiences in the school" and "to develop techniques for the prevention of social maladjustments." (p. 444) And, although some writers continued to stress the contribution the visiting teacher might make in helping the school adapt to the child, others began to talk of helping the child adjust to the school. One said, "My own feeling, as a result of a good many years of experience in connection with a city school system, is that we can be most helpful by limiting our professional responsibility to doing, as well as we humanly can, our casework job within the school itself". (p. 446)

Costin describes the peroid of 1940 to 1960, first under the two headings "Emphasis on casework service" and "Working with others in the child's behalf". (p.446-449). In this latter section she included mention of casework with parents, the constructive use of authority in attendance matters, differentiation of the school social worker's role, consultation with teachers, collaboration with other school staff members, school social work influence in school administrative changes, and community participation.

In reviewing the 1960's Costin refers to, "Changing goals and methods" including mention of balance between casework and consultation, group work as a method, relationships with others in pupil personnel services, growing awareness of the school as a social system and new ways of working with the community. (p. 449–50) She also has a section on "Confusion among roles". (p. 451–53) She concluded the article by saying, "Because professional social workers in schools apparently have not responded sufficiently to the most pressing problems of communities and to the experimentation and demonstrations of new kinds of service that have gone on in some schools in recent years, they still generally follow a traditional model of school social work service that has not compelled them to reexamine critically their goals and their staffing patterns." (p.453)

School Health Service

The second edition (1964) of the NEA–AMA volume,[15] *School Health Services* indicates that for convenience the school health program is divided into three interrelated parts, health education, healthful school living, and school health services. Then the latter part is defined as, "School health services are the procedures carried out by physicians, nurses, dentists, teachers, and others to appraise, protect, and promote the health of students and school personnel. Such procedures are designed (a) to appraise the health status of pupils and school personnel; (b) to counsel pupils, teachers, parents and others for the purpose of helping pupils obtain needed treatment or for arranging school programs in keeping with their abilities; (c) to help prevent communicable diseases; (d) to provide emergency care for injury or sudden sickness; (e) to promote optimum sanitary conditions and to provide proper sanitary facilites; and (f) to protect and promote the health of school personnel." (p. 3) In such a program, although administrators and teachers, and such specialists as school physicians, school dentist, school nurse, dental hygienist, and consulting psychiatrist are

involved, this section will deal primarily with the role and work of the school nurse.

In this country, the beginnings of school health services occurred in the mid-nineteenth century. In 1840 William A. Alcott, an educator and physician, wrote,[15] "Until the teachers of the schools can be trained to a thorough and practical knowledge of the science of human life and health there will be a thousand things of frequent, if not daily, recurrence in every school which will require medical attention. Or, to say the least, there will be daily or hourly recurring cases which will raise these enquiries in the minds of the honest, faithful inquiring teachers who have their minds turned to the subject of health, and a desire implanted in their bosoms to obey its laws, which they will remember or note down, and be glad to present to the medical man in his semi-weekly, weekly, or monthly visits. For, say what we will of the novelty of such a plan or proposal, our schools ought to have their regular physicians, as much as our houses of industry, our almshouses, or our penitentiaries." (p. 362–63)

In 1892 New York City appointed the first public school medical officer in the United States. By 1894 fifty physicians were visiting Boston schools each day and examining "all children thought by their teachers to be ailing." Other medical inspection programs were begun in Chicago in 1895, New York in 1897, Philadelphia in 1898. The primary purpose of the physicians appointed was to "inspect pupils suspected of having contagious diseases."[15] (p.363)

Other early events cited in *School Health Services* include the 1899 Connecticut legislation making "compulsory the examination of all public school children for visual defects"; provisions in New York City in 1902 for "routine inspection of all pupils to detect contagious eye and skin diseases"; 1904 Vermont "legislation requiring annual examination of the eyes, ears, and throats of school children"; and the mandating in 1906 of medical inspection in all public schools in Massachusetts.

"Many children who were excluded as a result of medical inspections suffered from the so-called "nuisance diseases" of pediculosis, scabies, and impetigo. A significant percentage received no care but simply stayed out of school. To solve this problem in New York, Lillian Walk loaned one of the Henry Street visiting nurses for a demonstration in a few schools. This nurse counseled parents andencouraged them to secure needed treatment or to follow proper care procedures. The experiment was so successful that the first municipally supported school nursing service in the United States evolved in New York in 1902.

"In most instances the first school nurses were financed by visiting nurse associations, settlement houses, or similar organizations. Only after demonstrating the value of their work were they employed by the health department or public schools. Although originally utilized to assist in the control of communicable diseases, the role of the school nurse has greatly changed over the years." (p. 364–65)

The point concerning the support of nurses from outside sources was also made in a 1933 bulletin on *The Work of the School Nurse-Teacher* [16] in this way, "In the beginning, 1902, nurses came into the schools because they saw there work which a nurse could do better than any one else. Originally they were not invited to come. School officials did not recognize the need and send for them. This was true not only in the large cities where the nursing organizations saw the need and sent nurses into the schools as did Miss Wald in New York City, but repeatedly a solitary public health nurse working in a village or rural district followed the community health problems into the school and soon made herself and her services so indispensable to school officials and to the children and parents that they were anxious to add her to their own staff. Many of the nurses in service today have created their own positions in such a manner." (p.12)

In a 1940 manual [17] on the administration and supervision of school health service, the functions of such a program were listed as:

"1. To maintain a healthful school environment and conditions which are conducive toward the realization of all educational objectives. This function deals with the sanitation of the school plant and the supervision of processes that affect the health of pupils and school personnel.

"2. To promote healthful conditions of pupils and teachers so that education can go on most effectively. This function includes the examination to determine the health status of the individual and the follow-up to secure needed corrections and educational adjustments.

"3. To provide situations in which the child develops habits of healthful living. This function involves the arrangement of situations through health service and supervision so that the pupils' experiences will produce such desirable results as:

a. Responsibility for the intelligent care of his health.

b. An appreciation of the value of qualified health service to the individual, the group and the community.

c. The value of the use of public health procedures such as vaccination in the protection of life and health.

d. Knowledge regarding the wise selection and use of professional health services.

In another section of the manual,[17] the duties of the school nurse-teacher are outlined as follows, "Subject to the direction and supervision of the superintendent of schools, to assist the school medical supervisor and other school officials in protecting the health of school children; teach health habits and health information through contacts with individual pupils, parents, and teachers; assist in health examination of school children, secure the treatment of defects and investigate the illness-absences of children; give instruction in home nursing, child care and first aid; inspect the school plant and report on its sanitary condition; assist in maintaining first-aid service;

cooperate with the public health agencies in the development of family health and the control of communicable disease; cooperate with the welfare agencies in the halth supervision of families under their direction and obtain treatment of defects of school children; advise teachers, principals and the superintendent of schools with regard to all matters affecting the health of school children; and to do related work as required." (p.66)

In the light of some of the ideas that are being expressed at the present time concerning the desirability of defining competencies as the basis of professional preparation, a 1962 publication of the *National League for Nursing* [18] should be cited. The bulletin includes such premises as, "*The total school program* is designed to help each student achieve his optimum goal of becoming a fully functioning individual; the school health program contributes to this goal. Since the school health program is but a part of the total school program, its purpose is tohelp assure an environment and provide experiences that will enable the student to develop to his highest intellectual, physical, and emotional potential.

"*The role of the nurse in the school* is to utilize, in collaboration with others, her knowledge and competence in nursing so that it contributes significantly to the achievement of the full health and educational potential of each student. Her ability to serve most adequately within the school setting is dependent upon basic preparation for professional nursing and additional preparation that will enable her to:

"1. Utilize concepts of human growth, development, and behavior in the milieu of the school health program.

"2. Recognize developmental and health needs of students, especially in relation to prevention, detection and treatment, which must influence educational programming.

"3. Utilize existing community services for children and youth and spearhead the development of additional services when indicated by the needs of the school health program.

"4. Comprehend the nature of the educational setting in which the school nurse works.

"5. Select and use processes appropriate to the roles assumed by the school nurse." (p. 7–8)

"The guidelines are stated as competencies and abilities that, in the judgment of the interdisciplinary committee, a nurse working in a school health program should have in order to help each student achieve 'his optimum goal of becoming a fully functioning individual.' It is anticipated that these competencies will result from a variety of planned experiences and the pursuit of courses selected from several broad areas of learning." (p. 9)

They cover 5 major areas, as follows:

"1. The nurse in the school health program applies comcepts of human growth, development, and behavior in the milieu of the school health program." (p. 10)

"2. The nurse in the school health program recognizes and deals with developmental and health needs of students especially in relation to those areas of prevention, detection, and treatment which necessarily influence educational programming." (p. 13)

"3. The nurse in a school health program uses existing community services for children and youth and spearheads the development of additional services when indicated by the needs of the school health program." (p. 17)

"4. The nurse in the school health program comprehends the nature of the educational setting in which the school nurse works." (p. 20)

"5. The nurse in the school health program selects and uses processes appropriate to the roles assumed by the school nurse." (p. 24)

"During the past half-century, developments in educational philosophy have portrayed a shift from a solely subject matter approach to one which includes attention to child growth and development. Before 1900 teachers and administrators were concerned almost exclusively with intellectual development and the acquisition of facts. As time went on, however, such matters as growth, hearing, vision, nutrition, and general health status began to receive proportionate emphasis.

"This change brought the physical, mental, and social needs of children and youth to the attention of school personnel. With the acceptance of a more balanced comcept of education, school personnel became more interested and concerned with services which safeguard good health and have accepted these as essential to effective education." [15] (p. 367)

As we have already seen, these changes ahve influenced the role and function of the school nurse-teacher. Anderson, [19] emphasizing the relationship of school and home attention to health said, "In the area of health services the school should be considered the agency which objectively supplements the efforts of the parent in safeguarding and promoting the health of the child. From a vantage point the parents do not enjoy, the school is able to focus daily attention upon the child and trace his health progress as well as detect any obstacles to that progress. To the busy subjective parents this service can provide added insurance that hteir children's health so that it contributes significantly to the achievement of the full health during his exceedingly important developmental years." (p. 117)

Byrd, [20] another author of a 1964 book in this field italicizes the role description of the school nurse as follows. "The health knowledge and professional training of the school nurse must be usedfor contributions to the whole scope of the school health program. She must become a health resource for the total school faculty, a curriculum assistant for identification of important learning units in health, a counselor to pupils on their health problems of their children, an assistant to the school or family physician, a research person on pupil health problems, a school-grounds sanitarian, and an administrative assistant on health problems to the principal or superintendents of schools." (p. 169)

Both a 1968 [21] and a 1969 [22] report present a role of school nurses which will undoubtedly receive more attention and implementation as a result of the

study and project involved. This is the function of the school nurse in a school based program of preventive mental health. The second report concludes, "Both participants and instructors considered this series of workshops to be an effective learning experience. It is hoped, therefore, that the information contained in this document will serve as a guide for college and university faculties who are interested in a similar undertaking. It is also hoped that it will be useful for those in nursing practice who work closely with children in the hospital, in the home, or at school. The report shows that the stresses felt bychildren are many and the opportunities for nurses to help alleviate some of the strains are great. This presentation is offered, too, to help stimulate thoughtful consideration of the opportunity for the promotion of mental health in the school and for the improvement of services to children whenever and whereever they are fortunate enough to have the care of a nurse." (p. 147-148)

To close this section, I would like to quote from a presentation made in 1968 by Dorothy Tipple.[23] On her talk, as part of a panel presentation at the convention of the American Orthopsychiatric Association, she said, "The IRCOPPS project to discover excellence in pupil personnel practices revealed considerable diversity in administration and organization of school health services, as well as in the preparation and role delineation of school nurses. On the whole, there is evidence that school health programs are becoming an integral part of pupil personnel services and that the school nurse is becoming an authentic member of the pupil personnel family.

"The project findings have served to identify several trends which appear to be significant. They are as follows:

"1. The school nurse employed by the board of education is more readily identified as a member of the school's pupil personnel team than the nurse employed by the local health department. The latter frequently has very little time in the school, is rarely available for case conferences, and is not usually recognized as a member of the educational team. In one school district where the health services are administered by the health department, other pupil personnel workers listed as urgent the need for such services administered by the board of education.

"2. There is a shift in the role of the nurse from primary association with physical health problems and focus on illness or injury to the concept of promotion of health, prevention of illness or disability and a real concern for developmental patterns of behavior.

"3. The school nurse is increasing her activities in the areas of health counseling and consultation. One school district reported that the nurse considered broad aspects of physical, mental, social and emotional problems. This was seen, not as duplication of the task of other pupil personnel workers, but rather as enrichment and enforcement.

"4. There is a tendency to enlarge the involvement of the school nurse in health instruction. One school district identified a definite relationship between the preparation of the school nurse and her participation in instruction. In several districts, it was pointed out that the nurse assists teachers as a consultant or resource person with specific aspects of health instruction, such as family life education and sociological health problems. An extension of this activity is noted in the provision of inservice health education for teachers with the school nurse assuming a leadership role.

"5. Most nurses, as they work with pupil health problems, share pertinent information freely with the teachers. Many teachers reported that they go readily to the nurse for help with pupil or personal health problems.

"6. In several instances there was evidence of coordination of health services by a school nurse, thus providing horizontal as well as vertical coordination.

"7. Consideration is obviously being given to the need for clerical assistance for the school nurse and, additionally, there is evidence of exploration of the utilization of other non-professional assistance. To date, this is more of an expressed need than a program strength.

"8. One of the major strengths of the pupil personnel approach is the opportunity to combine the efforts of all specialists in a teamwork effort focused on the pupil's special needs. Almost without exception, the many variations of the team conference technique were listed as highly productive. One school district pointed out that the team conference provides the opportunity to bring together all pertinent information about a child with the necessary interpretation by the appropriate specialist, and to develop a plan for action which will have the support of the team. It is also possible to determine which specialist or specialists can best conduct the follow-through activities." (mimeographical p. 2–3)

School Psychological Services

One of the early influences in the development of school psychological services was the development of special classes for mentally retarded children. Other early influences included the work of Binet and Simon and the beginnings of the mental hygiene movement. Special classes were being started in some city school systems before and at the turn of the century. The individual intelligence test, developed in 1904, has been cited as the beginning of the appraisal program which has occupied so much of the efforts of the school psychologist. The National Committee for Mental Hygiene, founded in 1909, has influenced the work of the school psychologist over the years, first toward a clinical orientation and more recently toward an orientation which might be described as the school psychologist's role in the development of positive mental health through the work of the school.

Two specific developments are usually cited as the forerunners of school psychology in this country, the clinic opened in 1896 at the University of Pennsylvania by Witmer, and the Department of Child Study established by the Chicago Public Schools in 1899. "On

April 4, 1900, Smedly (the director) was authorized to open a 'Psycho-physical laboratory' on Saturdays in the central office, since he and his staff were busy in the schools on other days. Backward and difficult children were to be brought into the laboratory by their principals." [28] (p. 19–20)

Another city making an early provision of this kind was Rochester. In 1906, following the organization of the first special class for seriously retarded children, "a director and a physician were appointed to study problem pupils, to select those who needed special educational programs because of mental retardation and to organize and supervise the needed classes."[24] (p. 3) A 1928 report [24] of the Rochester Child Study Department listed "two major fields of activity: (1) the study of individual children for diagnostic purposes and for assistance in making educational adjustments, and (2) the examination of groups for classification purposes." (p. 5)

"Connecticut had important pioneers in this work, including Dr. George Dawson, Director of Hartford's Barnard School Child Study Department, 1908; Dr. Arnold Gesell, Psychologist of the Connecticut State Board of Education, 1915; and Dr. Norma Cutts, Psychologist for the New Haven Public Schools, 1918." [25] (p. 17) Dr. Gesell said of his appointment, "In 1915 the Connecticut State Board of Education appointed a School Psychologist to make mental examination of backward and defective children in rural, village, and urban schools, and to devise methods for their better care in public schools. Connecticut was the first state of the Union to create a position of this kind." [28] (p. 24)

In the light of present tendencies to delay and reduce funds for education, the first paragraph in a 1933 paper by Symonds [26] seems quite appropo, "It may seem ill-fitting to propose at this time the proposition that every school should have a psychologist when school jobs are being reduced and retrenchment is taking place on every hand. When cuts are found necessary in school programs special services are the first to go and the program of personnel and guidance is one of the first of these special services to be attacked. Without doubt at the present time the trend is in the direction of fewer school psychologists and less comprehensive psychological services. Every far-seeing person must realize, however, that the present trend is only temporary and that as society becomes increasingly interdependent, the need for special individual study and social control will become even greater than it has been in the past. If a psychologist has been found desirable to even slight extent in the schools of the past that need will become magnified in the future." (p. 321)

Symonds went on to give such reasons for the employment of school psychologists as: the need for more comprehensive study of individual pupils, the uses of tests for pupil placement, the study of problem children and effective work with their parents, diagnosis of learning disabilities, and special study of the gifted child. He also gave a number of reasons why these tasks called for some one with time and competencies beyond those of the classroom teacher.

Cornell [27] repeated some of Symond's thoughts about ten years later when she said, "That the psychological needs of children are being more generally recognized is indicated also by the fact that a conference was called by the United States Commissioner of Education in 1938 to deal with clinical adjustment problems. This resulted in a recommendation that cities with a population of 200,000 or over should organize a comprehensive child guidance department; that smaller cities should provide psychological services as part of the guidance and adjustment program of the schools; and that state or county services should be provided for extremely small places. It seems probable that this kind of service will greatly expand as soon as school budgets can be made to carry it. In times of econimic pressure, such as the last decade has been and the next one seems destined to be, the public will have to be thoroughly convinced of the value of such services before new expenditures can be undertaken. School administrators who are convinced that psychological services are of sufficient importance can usually find wyas to organize and finance them in any system large enough to provide a real job for the psychologist – that is, as above indicated, in a system of about 3000 enrollment or over." (p. 20) And, while trend figures are not generally available or accurate, it is probably quite safe to say that a real spurt in the number of school psychologists came only after the close of World War II.

A milestone for school psychology was the Thayer Conference on the Functions, Qualifications, and Training of School Psychologists, [28]held in August 1954. "It was the function of this conference to determine:

1. The realistically possible and desirable role of the psychologist in the schools.
2. The duties and functions of such psychologists.
3. The knowledge, skills, and competencies required of the person who is to carry out those duties.
4. The outlines of a desirable and realistic training program." (p. 11)

In the chapter on functions the report of the conference said, "The Conference had no intention of bounding school psychology within the limits of present practice." (p. 30) The Conference formulated a definition and set of functions as follows:

"Definition. The school psychologist is a psychologist with training and experience in education. He uses his specialized knowledge of assessment, learning, and interpersonal relationships to assist school personnel to enrich the experience and growth of all children, and to recognize and deal with exceptional children.

"Functions. The school psychologist serves in an advisory capacity to school personnel and performs the following functions.

functions:

1. Measuring and interpreting the intellectual, social, and emotional development of children.
2. Identifying exceptional children and collaborating in the planning of appropriate educational and social

placements and programs.
3. Developing ways to facilitate the learning and adjustment of children.
4. Encouraging and initiating research, and helping to utilize research findings for the solution of school problems.
5. Diagnosing educational and personal disabilities, and collaborating in the planning in the planning of re-educational programs." (p. 30)

"The summary of the discussion of the functions of school psychologists included the following statement: . . .it was accepted without question that the school psychologist can and should carry on, or consult with respect to others carrying on, those counseling activities which can be regarded as psychotherapeutic measures appropriate to moderately emotionally maladjusted children, the division of opinion was most sharp with respect to the utilization of psychotherapeutic procedures by even the higher-level doctoral person with children where intensive psychotherapy appears to be indicated." (p. 48)

The next years following the Thayer Conference have been years of definition and interpretation of school psychology. Some states have issued bulletins, association committees have been busy in these efforts and some good textbooks in the field have been published.

In 1958, Frances A. Mullen, chairman,[29]said in a letter of transmittal, "Your committee on Reconsiderations of the Functions of the School Psychologists defined its assignment in two parts: (1) to determine whether a reasonable concensus as to the functions of school psychologists existed, and (2) if so, to prepare a clear factual statement in the language of the school administrator, a statement that would be useful to the staff of a school system in planning new psychological services and in evaluating existing programs. The answer to the first assignment appears definitely positive. The committee has been literally astounded by the amount of agreement. We have therefore labored for more than two years to produce the attached statement."

The first paragraph of the leaflet's Preface said, "Schools need a psychologist on the school staff to bring to them the deepened understanding of human behavior opened up by the advances in scientific and professional psychology in recent decades. Therefore, the school psychologist must be well trained in the basic concepts of theoretical and experimental psychology as well as in clinical techniques. To apply his psychological understandings and skills effectively in the school setting, he must also be well trained in education, experienced in work in the school setting, realistic in his understanding of the functions, the methods, and the problems of the school, and appreciative of the role of the teacher in the classroom." (p. 5) A later paragraph indicated that, "This list (a long list of functions) is presented in the hope that it may assist the school board, the school superintendent, the school psychologist, and others in reviewing together the present services or the proposed services of new staff members. It may widen horizons for some. Equally it may awaken others to the practical impossibility of too broad a program and the need of a sound appraisal of priorities for a given year and an existing staff and a specific school." (p. 6)

Sivers and Salman,[30] in reporting on a 1958 survey of school psychologists in New York State described the characteristics of the pupils served under the heading: educational retardation, underachievement, emotional disturbance, mental retardation, mental giftedness, conduct disturbance, unusual environmental conditions, and physical handicaps. They described the services an individual pupil might receive as diagnostic study and remedial and corrective action. (p. 5–8)

In addition they added, "Some of the services of the school psychologist are provided indirectly to pupils and are of such a nature that they have reference to the school program in general, rather than being focused on any one child. The school psychologist is among those with responsibilities in such areas as the application of principles of mental health to the school program, the development and conduct of the standardized test program and inservice activities as an aid to teacher and staff in understanding pupil personality and behavior.

"While the graduate training of the school psychologist is not intended to prepare him for work as a teacher or school administrator, it has been found helpful in many situations to draw upon his training and experience in planning for or in evaluating various aspects of the educational program. Hence, it is not at all uncommon for the school psychologist to be asked to join with others in considering revisions in curriculum, school policies, and procedures and research in education." (p. 8)

Writing on the emergence of school psychology Eiserer [31] said, "School psychologists apply the principles and techniques of psychological science to educational problems in a school setting. The particular knowledge available for application at any time depends upon the growth of the basic science. As psychology has grown during this century, it has become differentiated into a variety of applied professional disciplines, each of which draws upon substantive areas of knowledge in different ways to deal with the problems at hand. For example, knowledge about motivation and learning, individual differences, adjustment and behavior deviations, corrective and therapeutic procedures, behavior in groups, measurement and evaluation, and human growth and development represent areas of specialized knowledge within psychology. Applied psychologists, such as school, industrial, clinical, and social psychologists, draw upon these various specialized areas to fashion the particular principles and techniques appropriate to the tasks before them.

"We can see, then, that two factors influence the principles and techniques to be used by any specialist: (1) the total knowledge available to him, and (2) the particular principles and techniques which are most relevant to his tasks. One would expect then that over a

period of time, as knowledge expands – or at least changes, application will change. And this has been true in school psychology since 1900." (p. 3–4)

Gray,[32]another textbook author of the 1960's, after discussing briefly "The Schools as Big Business," "The Manpower Problem," "Technological and Scientific Advance," and "The Improvement of Mental Health," turns to the "How and What of the Psychologist's Role in the Schools." She says that in the light of the necessity for the schools to "change a great deal" if they "are to cope successfully with the issues of the present and future," "two general ways of functioning" are suggested for the school psychologist. He must function as "The Data-Oriented Problem Solver" and as "The Transmitter of Psychological Knowledge and Skill."

In these ways of functioning the school psychologist will have contributions to make in the areas of "School Learning" and "Mental Health." As Gray said there is nothing "wholly new or revolutionary" about these concepts of functions and areas. "What is new perhaps, is the particular emphasis . . ." (p. 2–11) which it is quite obvious is one which puts great stress upon the consultative role of the school psychologist.

Guidance Services

The Vocational Bureau opened in Boxton sixty-two years ago this month, with Frank Parsons, the man who planned for it, as the Director and Vocational Counselor. Parsons maintained office hours in three locations, the Economic Club, the Y. M. C. A., and the Civic Service House. He reasoned that young people, given assistance in studying themselves and occupations, would be able to make choices which would help them to lead happy and useful lives. In his report of the Bureau's work he referred to his method as "vocational guidance."

By 1914 another aspect of guidance had been identified and discussed. Truman L. Kelley's dissertation at Teachers College, Columbia, entitled *Educational Guidance* urged that counseling be available to help students in their choices of courses.

Parsons died in September of the same year the Vocational Bureau was opened. Among others who directed the work of the organization in the early years were Meyer Bloomfield and John M. Brewer. When the latter assumed the position he indicated that the Bureau worked with the schools and conducted courses for the preparation of counselors.

The same year, Jessie B. Davis, a young teacher in Grand Rapids, Michigan, started a program of vocational and moral guidance in the schools. Among other early school based guidance activities were those initiated by Frederick J. Allen in Boston, Eli Weaver in New York City, and George H. Boyden of Westport, Connecticut. Guidance services, on a city-wide basis, were established "in 1914, in Cincinnati, Lincoln, Minneapolis, and Oakland; in 1915, Boston and Philadelphia; in 1917, Pittsburgh and Atlanta; and in 1918 Seattle and Providence." [35](p. 151)

A guidance emphasis which became more pronounced in the schools in the 1920's and 1930's was that involving the gathering and giving occupational information. In his pamphlet *Trends in Vocational Guidance*,[36]Rex B. Cunliffe discusses these activities in sections entitled, "Occupational Analysis" and "The Teaching of Occupations." In the first of these sections Cunliffe cites the early studies (1924–30) of jobs and industries, published for the use of pupils in the school systems of Cincinnati, Philadelphia, New Orleans, and Chicago. He refers to early occupational mongraphs prepared by certain professional associations, the U. S. Office of Education, and The Institute of Research. Also included in this section is the first (1932) "Outline For Use In Planning The Content Of A Comprehensive Occupational Study" as reported by the Subcommittee on Vocational Guidance, White House Conference. (p. 14)

In the second of the sections, Cunliffe notes an "increasing number of schools offering courses in occupations." (p. 20) He refers to early textbooks in the field by Gowin, Wheatley and Brewer, and, for the junior high school level, one by Myers, Little and Robinson. He cautions, "We need, however, further study before we can determine objectively the place of this course in the curriculum and its relationship to other subject courses. Considerations of objectives and materials will undoubtedly influence this location, and we ought as well to be more concerned with its educational outcomes." (p. 24)

I cannot leave Cunliffe, however, without reference to another section of his pamphlet, "Counseling." He introduces the section by noting, "There has probably never been a school in which counseling has not been attempted, however, informally, but organized provision for counseling, as a part of the school routine, in comparatively new. It received its first impetus from the early interest in vocational guidance and the psychology of individual differences, and now in theory at least, is one of the accepted functions of the school." (p. 25) Later, "In the past, there has been some confusion as to the meaning and purpose of counseling. By some it has been identified with direction, and by many, with advice. More and more stress now is being laid upon self-guidance and counseling itself is coming to be regarded as a process of cooperative problem solving in the intimate face-to-face personal contact of counselor and pupil. The occasion for counseling is always a problem of immediate or future adjustment, and the function of the counselor is to assist the student in solving the problem and making the adjustment. Out of this process, the student arrives at a conclusion as to immediate procedure or a plan, which involves a course of action, facilitating the adjustment of the individual. Confusion gives way to clearness. Unknown or new conditions may make a change in the plan necessary, but for the present at least there is some progress toward a satisfactory solution." (p. 26)

The 1938 Yearbook of the American Association of School Administrators [37] was written on *Youth Education Today* and in it a significant amount of attention was given to the guidance of school and

out-of-school youth. A section on "The Need for Guidance" started like this, "In the schools which were to be doors to opportunity, many children have found only failure, discouragement, meaningless mental discipline, educational blind alleys, subjects learned to be forgotten thru disuse, and a wide unbridged gap between school and employment. Many have become discouraged and have left school, until it has been said that the average American is only a'sixth-grader' in spite of all the secondary schools, colleges and universities. The emphasis upon the mastery of subject matter to the neglect of human values has created a highly departmentalized, impersonal, mechanical process, lacking in personal responsibility for the adjustment, guidance, and welfare of the individual. The strongest survived thru a kind of natural selective process, but those with economic, mental, physical, or social handicaps, were eliminated. It was a kind of rugged individualism in education, paralleling that in business and industry and often insensitive to human values." (p. 169)

The paragraph is quoted not because of its uniqueness but rather because to me it has become a "repeat after me theme." Having been in the education field for forty years, I am quite accustomed to hearing some one or ones come up with these ideas about every ten years and a large throng always joins in. Maybe, in spite of depressions, wars, and technological revolution we have made some progress in the direction of the "individual learner" theme. It would be quite discouraging to present enthusiasts for changes in education not to think so.

A few years later one of the early studies was made of "what does a counselor do?", "who is he?", and "how did he get that way?" The study was suggested by the Committee of the Section on Preparation for Guidance Service, National Vocational Guidance Association. Conducted by Rachael Dunaway Cox and published in 1945, *Counselors and Their Work* ,[38] A Study of One Hundred Selected Counselors in the Secondary Schools became a "benchmark" study. In covering the activities of the counselors, the report included material on their work with individual pupils, with groups of pupils, with parents, with colleagues, and community.

Another study, significant for guidance development in New York State, was a questionnaire study of high school seniors' reactions to their guidance programs. [39] "Suggestions made most frequently by pupils called for: 1. More counselors, more counseling time, more conferences; 2. More friendly and understanding counselors; 3. Earlier guidance; 4. Freer scheduling (greater choice of courses); 5. Regular counseling of every student; 6. A conference to plan course of study upon entry to the school or earlier; 7. More help in choosing an occupation; 8. More tests to explore interests and abilities." (p. 71)

Comparison of high and low ranked programs showed that:

"1. Size of school is not a factor in determining the adequacy of a guidance program. Small schools succeed as frequently as do large ones in achieving an adequate program.

"2. Ability of the school district to support a program of secondary education as indicated by full property valuation per pupil is not a factor in determining the adequacy of a guidance program. The poorer districts succeed as frequently as do the richer ones in achieving an adequate program.

"3. Counseling time is a highly significant factor. If a school desires a good guidance program, it must provide sufficient guidance personnel so that all pupils can be counseled adequately.

"4. In the better guidance programs the responsibility for guidance service is centralized in a trained counselor or counseling staff, but the program is decentralized in function so that the efforts of the entire school staff, with its variety of training and experience, are brought to bear upon the student's problems." (p. 69)

In line with the seniors' desire for more understanding counselors, the next reference in chronological order is quite timely. Tyler [40] has this to say about the distinction between counseling and psychotherapy, "There is still a great deal of ambiguity and confusion in the helping professions, and we must expect that in any discussion of counseling the participants will attach somewhat different meanings to the term. But a synthesis is beginning to emerge in a clear enough form that it can be used at least for the purposes of all later discussions in this book. Instead of using the term counseling as a rough synonym, perhaps in some instances even a euphemism, for psychotherapy, we shall make a clear distinction. The aim of therapy is generally considered to be personality change of some sort. Let us use counseling to refer to a helping process the aim of which is not to change the person but to enable him to utilize the resources he now has for coping with life. The outcome we would then expect from counseling is that the client do something, take some constructive action on his own behalf. Whether the need that brings him to counseling is that of his arrival at a point in his life where an important decision must be made or out of an emotional conflict that is paralyzing his ability to act, the counselor will attempt to make forward movement possible." (p. 12)

And later Tyler says, "If we are willing to define counseling as the process through which individuals are enabled to make good choices and thus improve their relationships to the world and to their fellow men, as they set the pattern for their own unique patterns of development, we shall have a framework within which we can fit most of the things counselors are doing, whether their clients are old or young, sick or well. We will also be concentrating our efforts on goals that are achievable rather than those that are illusory. Various kinds of follow-up research . . .have produced almost no evidence that measurable personality change occurs as an outcome of counseling. What does happen is that limited problems are solved, workable decisions are made, the client moves forward with more assurance than before.

If we take a long-range view of individual development, each such step forward is a significant factor in the growth of a person. Counselors must get their satisfaction not from making people over but from helping each person to become more truly himself." (p. 13–14)

Another benchmark is *The Counselor in a Changing World*. [41] Here *among* the recommendations made by Wrenn was, "That the professional job description of a school counselor specify that he perform four major functions: (a) counsel with students; (b) consult with teachers, administrators, and parents as they in turn deal with students; (c) study the changing facts about the student population and interpret what is found to school committees and administrators; (d) coordinate counseling resources in school and between school and community. From two-thirds to three-fourths of the counselor's time, in either elementary or high school, should be committed to the first two of these functions. Activities that do not fall into one of these four areas neither should be expected nor encouraged as part of the counselor's regular working schedule." He would also recommend: that schools employ a sufficient number of counselors to meet the counseling needs of all students, that the counselor be a member of the pupil personnel services team and that these services be an integral part of the school program, that school boards employ counselors who are technically competent and sensitive to others, that the vital purposes of elementary school guidance be given further careful study. (p. 137–38)

In a "second look" [42] Wrenn "would build certain emphasis into a 1965 statement. To a considerable extent these would *be built upon* the 1960 writing, not replace it."

"1. The school counselor is a team worker always . . ."

"2. The school counselor is a member of the educational staff of the school system . . ."

"3. It is important that the counselor assist the student in better self-understanding, in gaining some sense of self-identity, but I see this now more as a means to an end than as an end in itself. The outcomes should include obervable behavior changes as well as changed in self-attitudes . . ." (p. 59–60)

In one of the papers presented at the Fourth Symposium for Systems Under Development for Vocational Guidance, Rosenquist [43] reports on a Systems Development Corporation study of student attitudes and beliefs about counseling. For a large sample of junior and senior high school students in two schools, it was found that "the highest mean attitude ratings were obtained for the following items: (1)Individual counseling; (2) Help with schooling and program changes; (3) Help in understanding test scores in order to decide on a major sequence and receiving information about jobs; (4) Help in understanding one's interests in order to decide on a career plan." (p. 28)

Information was also collected from counselors and counselors-in-training. Of this Rosenquist says, "First, there is some indication of discrepancy between what counselors in the schools and counselors-in-training think counseling is and ought to be. School counselors appear to change their attitudes to fit the role the school has defined for them. While they retain their primary interest in working directly with student and the factors that presently have most influence on them (their parents, teachers and curriculum), they are likely to be data-oriented and to restrict their ability to those things which can be achieved within the confines of the data and resources presently available at the school.

"Second, improvements that the counselors envision do not get at the problems indicated by the analysis of student attitude and belief data. Thus, another problem of possibly greater magnitude revolves around the problem of how counselors are getting to use their newly found time. In resolving this problem we must try to update our view of students. No longer is it realistic to consider students silent or apathetic and we must work with them in a manner acknowledging this fact." (p. 32)

As a final, and quite up-to-date reference, I will turn briefly to a sociologist's look at the school counselor. In a chapter in "The Origins and Growth of Guidance and Counseling," Armor [44] includes among his "Sociological Interpretation" such remarks as, "The preceding treatment gives evidence that counseling has been historically involved in the educational-occupational allocation process; and its formal standards continue to stress this role, even if not always explicitly . . .In that sense, then, counselors can be seen as being a potential *formal* structural replacement of the family as the principal agent for seeing that new members of society find proper places in its occupational structure." (p. 44)

"The counselor is another example of a professional role's developing before the institutionalization and codification of the knowledge base." (p. 45)

"The behavioral sciences have been the source of much of the required knowledge . .(and they) themselves, are not fully accepted as 'science' by many segments of society. Thus we can expect that success in counseling may be problematic, trust embryonic, and that the expertise of counselors is called into question by the outside society." (p. 45)

"There is one way to interpret the growing concern in counseling for a 'realistic' self-concept in students in terms of the counselor as a professional. Although a student may have a personality problem if he refuses to accept the results of tests coupled with the advice of a counselor, there is an additional meaning for the counselor. A client's refusal of advice means also that the client does not trust the expert status of the counselor in this respect. Thus, the counselor's position as a professional is threatened. It may be important to the collective professional self-image of counselors to see themselves as experts and to dismiss a student's failure to grant this status as indicating a poor self-concept. We do not want to imply, however, that all emotional-problem counseling concerns self-concept." (p. 47)

"It may be also that factions have arisen, dissatisfied with the 'slow' progress being made or otherwise disillusioned with counseling goals, and that these factions stress personal-problem counseling at the

expense of the more traditional goals. The literature seems to indicate the existence of such an ideological faction. This concern may be motivated, in part, by a desire to emulate the more prestigious profession of psychiatry. Or, the school setting may encourage therapeutic counseling as a result of the lack of any other alternative for some students, given their background and perhaps parental objection to or unawareness of psychiatric treatment.

"At any rate, such factions can lead to disagreements at national conventions and to the production of ambiguous statements of purpose. The factions are thus able to do pretty well as they like. This development seems like a regression, however, and may cause confusion for the 'average' practitioner and thereby be disfunctional for the profession." (p. 47–48)

The Pupil Personnel Program

"The expressions 'pupil personnel work' and 'pupil personnel services' are more recent additions to educational literature than the expressions to designate the separate services. 'Personnel' was probably borrowed from industry early in the present century, with *pupil* personnel to designate services in elementary and secondary schools and *student* personnel to indicate services in colleges and universities. It was not until the 1930's that items labeled 'pupil personnel' and 'student personnel' appeared in any appreciable numbers in bibliographies and reference lists." [45] (p. 133–34)

"The various services in pupil personnel had been developing in the schools for many years before there began to be much concern for their central direction and coordination. This may have been so for a number of reasons. Not many school districts had all services. Some services continued to be supplied by out-of-school sources. Services continued to be limited in objectives and actions with few points of contact among them. There was little understanding or use of an inter-disciplinary or total pupil personnel approach to educational planning or the study and remediation of school problems. It was not until the 1930's that much reference was made to overall programs of pupil personnel services." (p. 133–34)

"The first to write extensively on pupil personnel services, from an overall and an administrative point of view was Arch O. Heck. In his 1929 book, he emphasized attendance and child accounting, and this was also true in many other writings of the 1930's for which he was responsible, his articles and others prepared under his editorship. He did, however, discuss other phases of school activity which had (and still should have) close relationships with the work in pupil personnel. Heck's definition of pupil personnel as 'those services whereby all children of school age are kept track of, caused to attend school, and so studied that they are aided in making the maximum good use of abilities which they have' is still a good definition.

"In the 1930's and early 1940's, there were a number of educators who seemed to comprehend the pupil personnel program idea and their writings advanced the concept in an orderly fashion. Myers indicated his concern for this area in a 1938 issue of the *Harvard Educational Review* when he wrote, 'Recent educational literature offers few terms concerning which there is a greater confusion than that pertaining to *personnel work.*' This apparently bothered Myers to the extent that in writing his book on vocational guidance,published in 1941, he included a chapter on 'Pupil Personnel Work' which was a slight modification of the Review article. In it he remarked that, 'Treating one term (pupil personnel work) concerning which there is almost hopeless confusion as synonymous with another term (guidance) concerning which there is equally great confusion does not make for progress.' Myers went on to say that, 'Pupil personnel work consists of those activities of a school or school system whose controlling purpose is to bring each pupil of the community into the educational environment of the schools in such condition and under such circumstances as will enable him to obtain the maximum of the esired development from his environment.' Later in the chapter he said, 'Pupil personnel workers, to be sure, must be interested in improving the environment provided by the schools for educational purposes. They should have valuable suggestions and recommendations to make to this end . . . Indeed, an alert and progressive superintendent of schools will see to it that personnel workers, as well as principals, supervisors, and teachers, make their contributions to curriculum building and other matters that affect the educational value of the school environment.'

"Writing in the American School Board Journal in 1942, Wiens struck this optimistic note, 'Administrative growing pains are now over. There is little excuse for overlapping functions, duplication of effort, or makeshift organization. Aims have been clearly defined and accepted; workers have proven their mettle. Truly pupil personnel services have become of age. Effective organization demands that we recognize the whole personality of the child in administering to his individual needs, and provide educational opportunities through a well coordianted division, directed by a single administrative office under the superintendent of schools.'

"Yeager, however, in his book *Administration and the Pupil*, 1949, repeated much the same idea as that previously expressed by Myers in saying, 'Unfortunately, many writers in this field have used the terms 'guidance' and 'pupil personnel' synonymously. The result has been confusion as to the scope of each. The pupil personnel function is much broader in scope, the guidance service being an essential part of it.' But, then again, at a 1951 conference called by the U.S. Office of Education to consider *Pupil Personnel Services in Elementary and Secondary Schools*, it was as if the participants had never seen the admonitions of such men as Heck, Myers, Wiens and Yeager. The conference reports state, 'In view of the lack of a standardized terminology for the purposes of this conference, the terms 'pupil personnel' and 'guidance services' are used interchangeably.' One of the directors in the U.S. Office of Education may have

influenced this kind of thinking. He had participated already in one survey to establish a national picture of guidance and pupil personnel service. He supervised another, reported later, in 1954. In both instances the words 'pupil personnel' were used but the content, in the main, was 'guidance.'

"During the 1950's some good pupil personnel advances were made at operating levels, where apparently there was less confusion. At the publishing leve, however, pupil personnel concerns were much in the shadows. This was true also (and still is true to a great extent) as principals, supervisors, and teachers, make their contributions to the arguement ranged on 'guidance is education, and education is guidance.' It was what I would term the 'guidance grab' of pupil personnel services It set bact the orderly development of the pupil personnel concept about ten to fifteen years.

"The 1950's have stemmed this tide, to some extent at least, and these years are beginning to be a period of clarification of pupil personnel ideas. I think that after many ears of 'simmering' we are now beginning to 'cook on the front burner' in pupil personnel services. The 1960 policy statement of the Council of Chief State chool Officers, *Responsibilites of State Department of Educatior for Pupil Personnel Services*, made a good start in this direction. This report includes attendance, guidance, health, psychological and school social work services as parts of the pupil personnel program and also recognizes 'that those educational programs designed specifically for the physically, mentally, or emotionally handicapped and for remedial instruction will draw especially on the pupil personnel services'." [46] (p. 243–45)

"In the foreward of the Ferguson book (*Pupil Personnel Services*, 1963) and this you see is 21 years after the Wiens statement on clarity, Walter Johnson wrote, 'The time has arrived when it is necessary to clarify and to relate properly the various pupil personnel services which have come to be recognized as important and integral parts of the American educational enterprise. Educators and laymen alike have sometimes questioned the purposes to be served by the various specialists who are identified with these services. The specialists themselves have, upon occasion, accused each other of overlapping functions, of ursurping responsibilites, and of independent action. With larger and larger school systems, serving ever-increasing numbers of students, the need for a coordinated system of services designed to help each pupil develop and maintain his individuality in a complex of mass education experiences is a practical necessity. To serve the function which is uniquely theirs, these services must at the same time derive from the same philosophical base as other aspects of American educational policy and practice'." [46] (p. 246–7)

There are many issues and problems which face the pupil personnel staff members and their supervisors and administrators. One of these is the problem of coordination, with the attendant problems of cooperation and communication. In pupil personnel programs, much time, energy, effectiveness, and money can be wasted through undeveloped or poorly developed working relationships among staff members and between them and others in school and community.

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LET'S DO AWAY WITH PUPIL PERSONNEL SERVICES: Some Questions Posed by an Outsider to be Answered by Insiders

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Let's start with a simple proposition – that we do away with pupil personnel services and employ only teachers in the schools. It was a thought that came to me as I was deeply involved in some of the literature in the field. I found one theme so continuously reiterated, that the goal of pupil personnel services was to facilitate the school's goals of education, that I began to wonder whether, if teachers were given the education and resources to really do their job well, we'd have any need for pupil personnel services at all. When I read, as I did, the Position Statement of the National Association of Pupil Personnel Administrators and learned that "The purposes of pupil personnel services are the same as the purposes of the total school program," or that "The school curriculum is the core of the success of the school but healthy students and healthy attitudes of staff toward students are also a necessary base for effective learning," – well, then, I was forced to ask: what *are* the purposes of the total school program? Is the school curriculum *really* the core of the success of the school? In all of this I discerned a note of apologia. If I were writing that last sentence I would have said, "Healthy students and healthy attitudes of staff toward students are the core of success of the school, and the curriculum may be considered one of the important ways in which this healthy state expresses itself." In any event, the pre-occupation of pupil personnel people to justify their existence in terms of the goals of the school system – goals which, by the way, are hardly stated and when stated are hardly clear, and when clear are likely out of date – leads me to start off with my perhaps startling proposition: that we do away with pupil personnel services and employ only teachers in the schools. I think an exploration of this proposition will reveal some important values, and raise some important questions for you.

First off, if we did away with pupil personnel services, there would be an immediate shortage of teachers, at least if we continue to accept current notions of teacher preparation. We would have to make this up by either changing the preparation requirements for teachers or hiring as teachers people with other skills and training – both of which might have very health consequences for schools. There would as well be a significant increase in the administrative functions of teachers, or a corresponding need for administrators to do much of the work now done by pupil personnel practitioners.

We would also expect to see the deterioration or the sacrifice within the school system of certain values of which pupil personnel services are the guardians – at least, rhetorically. That is, those values associated with attention to problems of human development, whether they are considered the normal problems of, say, puberty or the extraordinary problems of, say, the physically handicapped. These values are often expressed in terms of "individualization", "personal counseling", or "remedial objectives." In any case, these values, reflecting themselves in a whole cluster of activities very different from what goes on in a classroom, will be sacrificed – or, perhaps, will have to find expression inside the classroom through the teacher. That is, the teacher would have to take up the slack. But this last is probably doubtful until the teacher shortage is remedied; for, temporarily at least, there would be a necessary increase in class sizes. If, on the other hand, the slack in pupil personnel services is taken up by more line administrators we would early be aware of a number of things. First, the kinds of people paying attention to student problems would be very different from the breed we now have. Not as different as we would hope, but still different. Instead of being part of what might be called a therapeutic ethos, as so many personnel services are, the administrators would be part of a management ethos. Second, educational goals would be expressed more in terms of efficiency, standard products and the good of the system, rather than in terms of healthy attitudes, personal development, and the good of the pupil. Thus, we would have different kinds of people with different educational backgrounds pursuing different objectives.

This leads to what are, I think, the important questions that relate to the "styles" in which education is carried on in the schools. One way to approach this would be to ask whether pupil personnel services, and the kind of people engaged in those services, do contribute significant alternatives to the classroom model for education. Or, to put it another way, do they have a significant influence on that classroom model in developing variations, or moderating its powerful and persuasive influence? I think the answer, in either case, would have to be yes. If the counseling conference, the individual encounter between the counselor and the student, often part of a series of conferences, could be considered an educational activity – as the official rhetoric of pupil personnel services suggests it is – then we have here an educational model very distinct from the classroom. I know that teachers have individual conferences with their students, and that they are concerned about individual development, or are supposed to be; still, what I am suggesting here, is that pupil personnel services provides an educational model

which is qualitatively different from teacher-student encounters that derive from the classroom. If we believe that all students learn in the same way, and that the same environments and styles maximize the educational response of every student, then of course we should not be too concerned about alternative models to the classroom. It often seems that the assumption of the system is that the classroom model is just such an all-true and all-gratifying model. But, if we can't accept that, and I don't think many of us can – we need look not only to the literature on the subject of learning, but to ourselves and each to his own education to realize that – then, the existence of alternative models to the classroom is very important. Roughly perceived, we can figure that the more models, the more chance that different kinds of students will get what they want and need. More scientifically perceived, we can recognize that the more models we are experimenting with, the better the chances of developing the best combinations for the system as a whole. In any event, the demise of pupil personnel services would mean the demise of a number of alternative models in the current educational setting. To go back now to the counselor conference as an educational endeavor, I see in it the outlines of a tutorial model which has generally been lost in the public schools. It is an old and honorable model, which persists in some universities, generally on the graduate levels.

There are a number of other significant model variants which may be vividly seen in the activities of pupil personnel services and may be viewed as an important contribution to the educational environment. I think they are worth pursuing, remembering that their loss will have serious consequences on the system, or, as I've suggested, the slack will have to be picked up elsewhere. Consider the pupil personnel staff meeting, at least in its ideal form. Is it different from a teachers staff meeting? I think so. The staff, or a team approach, with representatives from various disciplines – psychology, social work, medicine – is not only interdisciplinary (as might be a high school teachers staff meeting concerned with curriculum development), but it is problem oriented in a way that distinguishes it from teacher staff meetings or administrative staff meetings. Though variations may often depend on differences of style of objective, suffice it to note here, that in the pupil personnel staff meeting we have the only one where, by hypothesis, the combinations of disciplines is a *necessary* condition to the solution of problems. In fact, it is the combination of disciplines that define the problem. It would be odd for the conventional teachers staff meeting to adjourn because the history teacher wasn't there, but it would not be so rare for a pupil personnel staff meeting to adjourn because the school psychologist wasn't there. This problem-oriented, interdisciplinary approach provides an important educational model for school systems which have been dominated by a subject-oriented individual approach to learning.

In one other regard, I think the pupil personnel people provide an important alternative in the schools. In a system dominated by an ideal of education that is cognitive as against affective, subject-oriented rather than problem-oriented, achievement directed, structured toward early definition of educational goals (that is, streamed–, conceiving education to be mastery of materials rather than of process, or of self – well, the presence in such a system of the therapeutic values implicit in much of pupil personnel work,with their concern for development, process and self, is very important. And this might be lost if there was no one in the schools but teachers and administrators. Finally, and perhaps of most importance one other model or value contribution which pupil personnel work makes; that is active community involvement. In the visiting teacher, now social worker, we have a model of the educator as active interventionist in family or community. Education is thus not site limited by the school concept. Nor does it limit its range of effectiveness to the school child alone. But more of this later.

For now, let's look at the other side and see some of the benefits of doing away with pupil personnel services. I suppose my whole paper might have been devoted to that, but you're probably more aware of the arguments than I am – living with them so continually, either in the mouths of others, or in your own minds. When you consider closely some of the losses I suggest would result, they aren't entirely complimentary when you move from the ideal level to the real, and ask whether pupil personnel staff really do make the contributions I suggest, really do provide important values and model alternatives to the system. Is the tutorial model I discerned merely an intellectual extrapolation having little meaning in the system? Could we, if we made a style or content analysis of staff meetings, really tell the difference among the teachers, administrators, and pupil personnel practitioners? Has the therapeutic value contribution been destroyed or compromised by the use of pupil personnel staff for impersonal testing, streaming, coercing and disciplining of students? Is the counselor the student's advocate or the principal's policeman? Is he both ? Can he be ? Or, if we look at the situation economically, other questions come up: Is the money we spend on pupil services better spent on teachers and the training of teachers? If so, we might catch up with that teacher-shortage we noted. Is the space the pupil personnel staff occupies better used as real tutorial rooms, using teachers and specialists from the community, and parents? Is the money saved better spent for books, audio-visual equipment, not to speak of leaving school and going out into the community more actively?

All these questions suggest that, having done away with pupil personnel services, the system would take up the slack by somehow distributing the roles played and the values served to others called 'teachers.' Is that so bad? Isn't that the kind of ideal we would hope for? With more teachers and more space available we could eventually have smaller classes, and each teacher would be something of the counselor, the psychologist, the social worker. He would be concerned not merely with

his subject and his class's performance, but with the development of each individual student and aiding in the solution of his problems. This might be taken as a description, more or less, of a teacher in the one-room school house, and though it may not be very realistic, it persists as an ideal despite the divisions of labor and specialization that have overtaken our schools as they have other institutions. However, the technological advances that are part of specializations may provide ways of realizing that ideal of teacher as generalist – educator, specialist in a field, counselor, therapist – and so give some reality to the possibility of doing away with those specialities we know as pupil personnel services. Or better phrased – of incorporating them into the person of the teacher.

Let me here describe a movement going on in higher education which may be instructive, and may reflect on things to come in the secondary schools, Most colleges and universities are, as you probably know, characterized by the same division between faculty and student personnel services. These latter include the deans' offices, counseling services, dorm proctors, job placement, and a whole host of activities relating to the non-curricular concerns of the student. The same dichotomies that one can observe in the public school system policeman? Is he both? Can he be? Or, if we look at the situation in the colleges and universities. Given this situation it is interesting to note the movement toward what is called the "cluster college" – small living-learning units in which the distinction between classroom and non-classroom learning tend to be minimized and the educational thrust is toward compensating for the dominant cognitive-verbal mode by inclusion of affective, environmental or communal modes of educating the "whole" person. (The rhetoric is not too dissimilar from what you would find in pupil personnel services materials.) Some of these colleges – and there are many of them – are parts of large state universities, some are independent experimental colleges. What they share, in response as much to faculty as student dissatisfaction with our system of high education, are a variety of impulses: toward "community," toward more intimate relations between faculty and students, toward a greater variety of educational modes than the course and subject structured curriculum, toward more student control, a greater interest in social problems and engagement in them, The only way to view these impulses and understand these experiments is to recognize that they are responses not merely to the problems in higher education but more emphatically to the problems in society itself. These may be dramatically played out on the stage the university has become, but let us not forget that the real forces at work pervade the society and so touch every institution in it. Thus it is not surprising to find the curricula at these places mostly interdisciplinary and often organized around such themes as "the culture of cities," "the uses of science," "the Black experience," Or you might find new educational arrangements, with concentrations on work-study, or field experience.

Who, it may be asked, are the new faculty members in such colleges? What do they look like? How is their time spent? Well, they aren't exactly a different species, but when compared to their counterparts who are teaching courses within subject areas as members of disciplinary departments in classrooms of the traditional university, they are clearly closer to the one-room schoolhouse teacher. Their contact with students is more continuous, through a variety of encounters, both formal and informal – indeed, the distinction between formal-educational and informal-personal is blurred. He serves as a resource in the discipline he was trained in, but does so in a context that is likely interdisciplinary or problem-oriented. He'ss do more team teaching than his counterpart, more tutorials, more advising. Grading will likely have been done away with, for a pass-fail system, or he will, in place of grades, write personal evaluations of his students not unlike the kind of the thing you'd expect in a progressive school or a sophisticated nursery. I don't mean this comparison facetiously, but to emphasize that his concern with the whole student as *person* is reflected in almost every aspect of the college. By now, you can see that this "complete teacher" is one who has incorporated many of the roles usually sloughed off onto student personnel services and many of the values usually associated with those services. And in this sense these services have been done away with. But have they been – even here?

I think not. For in the larger universities, the cluster college uses the central services for placement, library, audio-visual equipment, psychotherapy, or health care. This fact is in itself revealing. Might it not suggest that many such services are better maintained *outside* the college or school setting, being contracted in when needed? Might we not conclude that whatever cannot be done by the "compleat teacher", is better done by outside specialists or facilities which, by a concentration of resources and the multi-faceted experience it is likely to have, will perforn the services much better? This is, of course, what schools do in relation to hospitals, or museums of art, or astronomical observatories. Certain kinds of services we generally agree can't sensibly be brought into the school. Perhaps we have brought too much into the school already, believing we can perform seemingly endless functions for society. And in the universities, is there not the tendency to replicate for themselves everything that's in the community and thus not only cut themselves off from the natural flux of the world, but often maintain mediocre or parochial facilities? Schools and colleges are expected to do what family and church once did. Can they also be athletic department, social servive agency, town band, theater workshop, driving school? Perhaps we could better do whatever it is we want the schools or colleges to do that's called "education" by incorporating the modes and values of pupil personnel services into the living teacher, and where we can't by distributing back into the world those other services or facilities we might need or think desirable for students.

Despite the suggestions in much of the above that we are thus restoring the teacher his original central role in education, I suspect the teacher himself would not see

it that way. What we might see as an incorporation in the person of the teacher of the many roles and qualities necessary for him to be effective, he would probably see a new burdening of an already burdened figure. Although teachers might complain about pupil personnel services, I think they have come to rely heavily on them to take off their shoulders responsibilities they believe interfere with their central responsibility. I am not sure that this attitude is based ona correct view of what is interfering with his "teaching," but there is no doubt that that is the feeling among many of them. A teacher listening to my speculations about restoring him to his original place would likely say, you haven't done away with pupil personnel services – what you've done is to do away with teachers and make them all pupil personnel practitioners. It's an interesting possibility to think of. What if we were to consciously do away with teachers as they have been traditionally defined and transform everyone in the school system into pupil personnel practitioners? Would it be very different from the result when we try to do away with pupil personnel services and employ only teacher in the schools? An interesting experiment might be made. Take three school systems, leave one the way it is, with the functions of pupils personnel and teaching divided; take one and consciously transform all the educators into pupil personnel practitioners; take the third system and do what I suggested at the outset by employing only teacher in the schools. I suspect in the course of time the three systems might resemble each other more that we think. Might this not suggest that forces are at work in the society generally, and in the school systems, quite independent of the identification of separate roles of "teacher" or "pupil personnel practitioner?"

However, these forces might be identified, I think it is clear that they exist most vividly in the problems facing our society with respect to the poor, the Blacks, and other ethnic minorities such as Puerto Ricans, Mexican-Americans, and American Indians. The lack of effectiveness of our schools in either "educating" or "socializing" the poor or ethnic minorities is apparent. For the moment, I will accept the traditional notion of "educations" as leading to achievement in the important skills of reading, writing, and arithmetic; and I will accept the notion of "socializations" as bringing children to a point where they share or feel they share the values of society. On either count, the schools must be viewed as having failed. Perhaps they werethe wrong institutions to achieve these aims. In any case, I think everyone in education today is forced to ask what the objectives of our educational system really are. Are the traditional objectives valid any longer? If new objectives must be developed or new methods for achieving the traditional objectives, by what process will this be most effectively done? A whole new set of values and vocabulary are already making themselves felt, suggesting that just such a process is going on. Where once educational objectives might have been expressed in terms of its impact on individual children, this is no longer so. Today we are forced to recognize that education to be effective must be directed to whole groups, neighborhoods, communities. Children don't learn alone; their families, their neighborhoods, their ethnic brothers are all involved. What does this suggest for the school system?

On the level of governance or organization this question would lead us to concern ourselves with community control of schools, bureaucracies, participatory democracy, and similar ideas. In doing so, we should be aware that the solution to a question of governance will in itself have an educational significance. I think the black community has made us very much aware of that, but very likely the point will have to be made again and again. We teach by what we do and how we do it and that goes for the conduct of public affairs as much, or perhaps, more than the conduct of our private lives. But when a problem becomes political in the largest sense, it generally means that there are value implications to almost anything you do in the system. Let's take an example: If we were to decide that the objective of the schools was to teach people how to read, and nothing more, we would still be faced with a host of value-laden alternatives. The problem of literacy in under-developed countries has long been understood to be a problem which had to be approached on two levels, the education of children at an early age and the education of non-literate adults. I suspect that there are many political reasons for this, but there may be pedagogic ones as well. It may be that children cannot be effectively taught to read unless their non-literate parents are thought to be as important beneficiaries of the educational system as they are. In similar fashion, when certain social values are purveyed to children, can they be expected to share them, and internalize them, if their parents in some sense do not share their values?

To come back to some of my earlier observations and apply them to this example of literacy as an educational objective, a number of points might be raised. In this context, can we really make a distinction between teacher and pupil personnel practitioner? How do we characterize the people who work on a curriculum to develop, say, black pride, ethnic awareness, community autonomy? Are these "teachers." or are they psychologists, counselors, nurses, priests, and physicians? My suspicion is that at every turn where a significant problem is faced in education the old categories are outmoded. It was with that in mind that I explored some of the implicit values and model alternatives provided by pupil personnel services. Compared to the relatively narrow range of models provided by the traditional teaching profession, pupil personnel services provide a broad, sophisticated armory of skills and tools and values. In that sense, I would say that we could not do without pupil personnel services. But in the sense in which pupil personnel services is part of an established system, identifying its own goals with that of traditional education, I think they can be dispensed with.

This raises a last point I should like to address myself to, and that is "professionalization." You may have noted, with some irritation, that I never referred to pupil personnel people as "professionals," but rather as "practitioners." This was intentional. One of the major

concerns in the field of pupil personnel services seems to be that of status and this concern seems to express itself mainly in the aspiration to professionalize the service. In a very thoughtful article in the *Harvard Educational Review*, Winter, 1965, Prof. Dan C. Lortie of the University of Chicago explores the possibilities of professionalization of this service along the lines of three models, that of therapist, advocate, or administrator. Without reviewing his article in detail, I think you can discern from your experience the tendencies within pupil personnel services along these three lines. Indeed, the historical sources that Bruce Shear reviews in his paper given earlier at this conference, and in a number of his other papers, are clearly identified as having three strains or impulses. Education for the disadvantaged is dominated by a therapeutic value system; enforcement of school attendance laws is dominated by an administrative or bureaucratic one. It is interesting, however, to note that the role of advocate is not clearly defined in any one area of pupil personnel work but touches almost all of it, wherever practitioners are defending the pupil or mediating the impact of the system upon him. Just as it is my suspicion that the old division between the teaching function and the pupil personnel service function is falling into disuse, similarly I suspect that notions of professionalization are losing their relevance for the problems we face.

The received idea of a profession that we carry in our minds is dominated by the three traditional professions: the law, medicine, and the ministry. The model for these professions is essentially a 19th century one. This views the professional as one who has a superior, if not exclusive, knowledge in a field of deep concern to a client figure. The client figure, or patient, is viewed as something of a ward, whose ignorance makes him dependent upon the professional; and the service of the professional is given not for remuneration but like a charitable dispensation. The professional is, of course, paid for what he does but that is only a necessity and we musn't speak too much of that lest we compromise the professional ideal. This model carries, as you can see, a set of values which may be described by the terms "superiority," "monopoly of knowledge," "ignorance," "dependency," and "largesse." And last but not least is the suggestive implicit in the profession's role in society, that there are no alternatives, that without the physician we cannot be cured, and without the lawyer we cannot resolve civil disputes, and without the minister we cannot be saved. Is this the model that people working in education want to emulate? Teachers themselves seem to be working toward a trade union model of organization, with what results for the educational system or for themselves I cannot say. The indeterminate state of pupil personnel services may be taken as a virtue at this stage of our history. New values may be argued out and new forms of realizing these values may be tried. Alternatives are open and experiments invited.

Consider, if you will, some of the symptoms if not the sources of the problems we face among the poor and ethnic minorities. We find among them intense feelings that they are dealt with continually as inferiors. They are without the necessary training or skills or opportunities to develop personal autonomy. They are too much dependent upon what society considers the largesse of the welfare system. The monopoly of knowledge possessed by the establishment, supported by the coercive power of the State, seems everywhere to be used against them, albeit in the guise of being used in their behalf. In brief, what we find is the "ward" syndrome, with consequent feelings of impotence, hopelessness, resentment and rage. It is the social analogue to the professional model of the 19th century upper middle-class physician dispensing medical care in a ghetto clinic to a poor immigrant who literally can't speak his language. What is needed today is a new kind of professional relationship between those people with socially "certified" knowledge and power and those without it, a relationship that will create or serve entirely different values – where mutuality, autonomy, acknowledgment of worth, sharing of knowledge, and accountability characterize the encounter between the powerful and the powerless.

When I speak of the knowledge of the establishment as being socially "certified" I mean to point out that it is neither functional nor natural. I won't speak here of educational inequities but rather of that substantial body of knowledge among the disadvantaged which is unused if not derided. For one thing they know their own lives and communities and how they feel and what they want. These are significant desiderata in the proper framing of a problem and in its solution. Wherever we turn, we must recognize this – whether it is in the proposals for welfare reform coming from the recipients themselves, or in the new jobs for the poor that go by the name of the "para-professions." In the latter we have a situation where we must acknowledge either that the poor have more abilities than was credited to them, or that the jobs the people with "certified" knowledge used to monopolize could in fact be done by people with less knowledge than originally claimed. Nurses are now doing what only doctors could once do; medical aides what only nurses could once do; and people generally are doing for themselves what doctors and nurses once thought only they could do. And it is not too different in schools where teacher aides are more and more common and there is a growing awareness that there are, outside the schools, many more resources and people to be brought into the learning environment. (see e.g., Riessman and Gartner, "Paraprofessionals: The Effect on Children's Learning," *The Urban Review*, October 1969, P. 21.) And here I might mention an element present even in the traditional professions, at least in the most advanced versions, and that is, advocacy, or militancy. The model of the lawyer waiting in his office to give legal aid to an individual client who knows enough and can pay enough to go to him is being replaced by one in which the lawyer seeks out causes with large constituencies – groups of tenants, consumers, blacks, whole neighborhoods – in order to solve not an individual problem but a social one. Physicians can no longer be concerned only with the diet

of private patients but that of whole populations. As an aside, we should note that the problems of the "ward" syndrome is not peculiar to the disadvantaged. The "ward," or patient, mentality has been acute in the middle-class which is itself now feeling a new militancy as consumers and to protect the critically threatened environment in which we live. Here, as everywhere, the old professionals are not enough; or they are too much, often doing us more harm than good and converting their professional status into an arrogant assurance that whatever they do is for our good.

Thus my conclusion would be that non-professionalized state of pupil personnel services is a tremendous advantage to them and to the educational system that is evolving. Especially in the schools, where the whole client population is under the "disadvantage" of being young, without certified knowledge or power, there is a need for new forms of power and knowledge relationships. Advocacy, protection, conciliation, social activism, criticism – these must be some of the ideas reflected in the evolving personnel services. To tie yourselves uncritically to the established though undefined "purposes of the total school program" is to pre-commit yourselves to an administrative or bureaucratic model and sacrifice those special educational roles you do and can play.

If I have asked a large number of questions and explored some of the avenues for answering them, I should like to end by suggesting that the manner in which these questions are examined and resolved will go far toward making their resolution effective. If they are answered from within the institutional structures and professional organizations, without full and open involvement of the large body of concerned outsiders in the community, then you might end by creating a profession without a mandate, a guild without the confidence of those you ostensibly serve. Finally two things seem important: First, do not *underestimate* the direct educational function of the activities that go under the name pupil personnel services; and second, do not *overestimate* what can be done even from the established height of acknowledged professional status. In the overall, what you have to offer is too important to be left to mere professionals who have achieved status for themselves but have lost the opportunity of improving the world – a little.

PAUL SMITH

You can take the whole gamut of helping services from the counselor, psychologist, and social worker to the researcher and throw them all out. They are all plowing the same ground and they all perpetuate the same errors. The classroom teacher could do it better if there was a reduction in class size. Pupil personnel services were not designed for minorities and there is no advantage of having these services for them. Minorities have all the problems of a poor PPS program plus the burden of bias and disadvantageness.

Counseling was designed for the white middle class and the blacks are expected to conform to these standards. Traditional training programs are likely to continue training PPS workers for the middle class. There has been no concerted effort to build a sound program in minority group systems. If anything gets started, even if it begins to work, the support is sure to be taken away. Minorities need more than talk. We must be accountable to the Blacks for the change. They want in on the programs and the money allocation and they want to be involved from the beginning.

The minority person has been studied, deserted and helped to no advantage. Minorities have suddenly developed a flood of "experts" who have never been black but know more about black than blacks. There is a tendency to compare minority and middle class youngsters. This is not necessary. The minorities have their own society, their own feelings and beliefs and they can be successful with them without the comparisons.

FRANK MORIN

I congratulate the author for presenting a new refreshing point of view on pupil personnel services. He has raised some very legitimate questions, which must be dealt with. As an outsider to the PPS field, he can see things more objectively which we must keep in mind. Certainly we are all aware of the ineffectiveness of most PPS programs, but there are many doing an outstanding job. I do concur that there is a definite need to re-examine the entire PPS program.

I must say that if I accepted the Rationale for Touster's paper, I would suggest we do away with teachers, because of the poor job some are doing in teaching. Yet many are doing a high quality of job, a fact we must keep in mind when evaluating PPS services. I am reminded of John Gardner's book, *Self-Renewal*, when he talks of groups and organizations having the capacity of growth or we will decay. PPS must be everchanging and have growth. Thus, Touster's paper provides us with an excellent opportunity to examine ourselves.

I will focus on a few key points in the paper and base my reactions upon my daily experiences as a practicing school counselor. First, there is a need for special services, or what is commonly refered to as PPS. However, we have not been effective in selling or achieving in the fashion we desire. Some of the reason as perceived by me are:

1. Name – denotes to me something different. Term pupil refers to me the elementary level. Suggest a more appropriate term such as School-Community Services or School-Community Special Services.

2. We have failed to identify and develop leaders to implement the objectives and purposes of PPS. Leadership in the field is critical to the success of the program, yet it takes place by chance. The director or coordinator of the PPS team is like a quarterback to a football team and everyone knows of his extensive training.

3. The need to involve in our conference such groups as National School Board Association, ASCD, Secondary School Principal Association, and Association for Superintendent of Schools, is great. Dr. Shearer stated that we have failed to tell others of our role and our usefulness. To do this effectively we must interact at local, state, and national levels.

Some of my specific reactions to points raised in Saul Touster's paper are:

1. Usually most of the criticism for the failure of PPS is leveled at the practitioner. Thus, it is our responsibility during the workshop to come to grips with the way the practitioners are being educated at the master's level.
   A. A recent study by Boy and Pine shows that an overwhelming number of counselor educators have never had experience in public schools.
   B. Might be advisable periodically for counselor educators to serve a year or certainly a semester in a public school as a practitioner.
2. Greater emphasis should be placed upon the university's involvement in the community and public schools.
3. Questions must be directed to Saul, is it possible for teachers to assume these additional PPS responsibilities in an era when subject matter requires extensive concentration by teacher?
4. I question whether the author of the paper has ever observed an effective PPS program in operation, a factor which would influence his thinking.
5. A goal should be to work toward effecting change in the entire school environment, especially in the way which minority group students are treated and educated. To me special services functioning with a school geared to the needs of these students would be an integral link in relating the school's program to these youngsters.
6. The need to involve professional associations which represent all PPS team members in order to assure a cooperative effort among the associations and to decrease the possibility of overlap.

GENE BOTTOM

I find much comfort in Dr. Touster's paper. That is I find much in the main conclusion reached in the paper that would support my own biases. In between what I consider to be his main conclusion, I wasn't so sure about what he was saying about some of the major issues confronting PPS. This no doubt was intended on his part. For in my opinion, what he presented as his major conclusion does provide encouragement to rethink the intent, nature and structure of pupil personnel services in light of today's setting.

My reaction will be in two parts. *First*, a summary of what I interpreted his conclusion to be; and *second*, my reaction to some of the issues regarding the intent, nature, and structure of pupil personnel services.

Dr. Touster's Conclusion

After a lengthy dialogue in which Dr. Touster considered arguments for both maintaining and doing away with pupil personnel services, he concluded that such services should be maintained. This conclusion was based on the argument that when compared to the narrow range of learning models offered by the traditional teaching profession, pupil personnel services provide a much broader range of models and values for meeting students needs. He argues such diverse models are needed if the educational community is to successfully solve some of its most significant problems.

He rejected the idea that pupil personnel services must identify and accept its own goals – those of traditional education but rather that we should actively seek to influence and modify both the goals and process of education.

He concludes that our lack of professional status is a virtue in working with the school and broader community in arriving at new values and models for meeting the significant educational problems of our day – particularly those of the minority or disadvantaged groups. He argues that the old idea of a professional will not allow for our kind of relationship that must exist between those people with "socially certified knowledge" and those without it. This relationship must include mutuality, autonomy, acknowledgement of worth, sharing of knowledge, and accountability characterize the encounter between the powerful and powerless.

He concludes that some of the new values and ideas of pupil personnel specialists must include advocacy, protection, conciliation, social activism, and criticism. To take Dr. Touster's conclusion seriously in my interpretation could lead to certain changes regarding the intent, nature and structure of pupil personnel service.

ISSUES REGARDING THE INTENT, NATURE AND STRUCTURE OF PUPIL PERSONNEL SERVICES

There is considerable overlap in the issues identified.

A. *Should pupil personnel services be a central part of the educational system, a peripheral part, or both?*

This issue was alluded to in Dr. Touster's paper. His conclusions, would support the idea of some further differentiation in the pupil personnel service role that would place PPS knowledge, skills and values in the mainstream of the educational process. While still providing certain specialized services outside of or as a peripheral part of education. In the past, pupil personnel services have too often been established as peripheral part of education and in my opinion were diminishing their potential for enhancing the total educational process. One of the most extreme examples that I have enountered in organizing PPS as a peripheral part of an educational setting was a job corps that I worked with a few years ago. This center had between 1,000 and 2,000 students. This center had five counselors that provided a three day admission and orientation process that was involved in assigning the student to an occupational cluster area. In addition they had approximately 40 counselors all housed in one building whose primary contact with the corpsman was after he had gotten involved in a problem. Before a corpsman ever saw a counselor, he had decided whether or not he was going to stay and what occupational areas he planned to pursue. For the major portion of the day these 40 counselors spent their time drinking coffee, smoking their pipes and philosophizing. The decision was made by the administration to decentralize the counseling staff to locate them in the different buildings where students were located, and to initiate a strategy in which they worked both with the student and instructor. Another example of what we are organizing PPS as a peripheral part of the institution is in many of the community colleges emerging throughout the country. These colleges are copying the centralized counseling center of the larger universities and in my opinion such a center should not be the first priority. Too many students are enrolling in these institutions without knowing why they are there. Where do they plan for their experience to lead them or what educational experiences are necessary for reaching designated goals? If I were a community college president with limited resources, rather than developing a counseling center to deal with students after they develop problems, I would rather concentrate my entire resources on assisting students in finding a reason for being in that institution prior to enrollment and during their first quarter.

If knowledge, skills, and values possessed by pupil personnel services are to have maximum impact upon the individual the major thrust of these services must be organized as a central part of the school. Such a structure will have a direct impact upon strategies used in accomplishing desired goals. The PPS staff must be a part of a total school and community inter-disciplinary team devoted to making the total school experience a positive one for each individual.

B. *Should Pupil Personnel services seek involvement or non-involvement with other school personnel?*

Dr. Touster states that advocacy should be part of the new values for PPS. I am of the opinion that members of the PPS team should purposefully and aggressively seek to chage both the goals and process of education when they believe the existing system is failing to meet the needs of students. Members of the PPS team should be leaders in movement to create the school within the school concept and they should be a key member of these smaller staffing patterns to insure that the climate, processes and alternatives available are appropriate for the individual. I see certain members of the PPS team being a key member of efforts to humanize the school and to organize the experiences so that they have psychological meaning for the student.

A broader range of individuals will make up the PPS team of the future. The lines of demarcation between certain members of the PPS team and other school staff members should move closer together.

C. *Should pupil personnel services focus on the implantation of models from other settings to education or on developing models appropriate for the educational setting?*

I am of the opinion that in the past too much attempt has been made in PPS to implant successful models from their settings in education. In particular the counseling movement has attempted to implant the therapeutic model into the educational setting without taking into account how their setting differs from others.

As Henry Borow puts it; "The traditional one-to-one relationship in counseling which we have cherished and perhaps overvalue will, of course, continue. But it is quite likely that the conception of the counselor as a roombound agent of behavior change must be critically reappraised. The counselor of the future will likely serve as a social catalyst interacting in two-person relationship with the counselee part of the time, but also serving as a facilitator of the environment and human conditions which are known to promote human development."

D. *Should pupil personnel service be concerned with only a remedial strategy or both a remedial and preventive strategy?*

Pupil personnel services should devote just as much attention in the creation of a school climate which will prevent students' problems as the pupil personnel services spend in dealing with students' problems after they have emerged. At present our strategy can be compared to a bath tub that is stopped up with a faucet on full force and we are attempting to dip the water out with a teaspoon. The flow of water must be decreased and the problems remedial strategy.

E. *Should pupil personnel services major concern be on professional status or the individual?*

It is not unusual for groups in education to become more committed to a process, a service, and a prescribed content and to lose sight of the needs of students. Too often activities for students are performed to preserve a vested interest rather than providing experiences which are most appropriate for the individuals. There are those in certain PPS who seem more committed to a process, to a role and to an image than they are in meeting students' needs.

The Needs of Children and Youth

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When Dr. Moore approached me to develop a position paper focussing on needs, my first response as a scholar was to turn to some current reviews and reference files to look for materials indexed under the concept. This produced a shock because I could find no index reference to needs in the 1970 issue of tthe *Encyclopedia of Educational Research* and in the last two volumes, at least, of the *Annual Review of Psychology*. I then turned to current issues of the *American Journal of Orthopsychiatry* and comparable journals and still found no direct references to the topic. A colleague of mine, who has been trying to "educate" me on the operant viewpoint and Skinner, lent me Skinner's paper from *Science,* and I found there the remarkable statement in reference to "mentalistic explanations" that: "The concept of instinct has been severely criticized and is now used with caution or altogether avoided, . . . other concepts replaced by a more effective analysis include 'need' or 'drive' and 'emotion' . . . it is often said that analysis of behavior in terms of ontogenic contingencies 'leaves something out of the account,' and this is true. It leaves out of account habits, ideas, cognitive processes, needs, drives, traits, etc." (Skinner, 1966, p. 1208). If I were to settle for this explanation, I would stop this paper right now. How could I prepare a paper on a concept which for some people, at least, no longer exists? But while it may be possible for some to organize their view of human behavior "needlessly," I find it useful to refer to many of these terms to assist me in understanding the behavior and children and youth. More than that, for those of us who feel that we seek an active role in determining the nature of society and in influencing social agencies on behalf of children, these terms, and the ideas which flow from them allow us to talk of goals, another term which I am sure Skinner might reject. In the absence of goals, how can any of us in education make decisions as to what we wish to see in school? An explanation of a process by which behavior is modified does not enable us to make decisions about why we want to modify it, in what direction we want to modify it, or what we hope to produce. So, although some of my colleagues find no need for needs, it will still serve as the unifying construct for this paper.

I was introduced to the idea of needs through a classic paper by Lawrence K. Frank called "The Fundamental Needs of the Child" which he delivered in 1937. He makes the interesting statement that, at that time, only 30 years ago, we were just beginning to speak of the needs of the child "as entitled to consideration in his nurture and education or even as the controlling factor in child care" (1938, p. 353). I believe his point was that, in each generation, what we do to and for children depends upon our conception of them. If we see them as possessing needs, as requiring something, as having some "inalienable rights," then our patterns of child rearing, schooling, socializing, and agency care relate to these. If on the other hand, as some of my colleagues are now doing, we abandon such concepts as need, are we now saying, whether we admit it or not, that something else is central for the education of the child than the child himself? Have we moved so far in our technology that the humanness of human beings is no longer relevant? Do we adopt a view of the person that is personless? I need to answer "no." Although the abandonment of such terms as needs may be parsimonious and useful for those with a certain view of science, this eradication also carries with it a host of value and philosophical connotations which can have the effect of striving for utopias without consideration of the persons involved.

Children and youth themselves have not abandoned the term. If we examine the lyrics of the songs of our adolescents, if we follow, as they say, what "turns them on," we find that needs, drives, and emotions are vital to them.

Given that we accept the term, there are many ways of looking at needs. However, it is not very useful either to make long lists of them, or to impute motive power to a behavior simply by saying that a need lay behind it. If this is my colleagues' objection, then I agree with them. Early in the history of the term, and up through the depression period of the 1930's, the concept of need was analagous to that represented in the 100 neediest cases in the New York Times at Christmas time. A need represented deprivation, and was seen as a driving force in the behavior of an organism to overcome some state

of discomfort or deprivation and to move toward satiation. We starved rats and used their need for food, or we kept them away from the opposite sex and created a need for sex as a motivating force for maze learning. However, as natural historians and field researchers observed animals and humans in their usual habitats rather than in cages and mazes, it became quite clear that whole sets of behaviors took place after such satiation, and could not be explained in terms of deprivation-need theory. Further, our culture moved from depression to affluence. We invented such concepts as the need for competence. In reference to school we said that "the kinds of motives that the teacher can utilize and arouse are not the ones most often studies in the animal laboratory (hunger, thirst, and pain) but have more to do with personal and social motives that characterize children growing up in a particular culture. Even in the laboratory there is a turn away from deprived states to positive motives, such as activity, curiosity, and manipulation, to 'hope' rather than 'fear' as fundamental" (Sears & Hilgard, 1964, p. 207). Robert White (1959) wrote of the concept of competence. A variety of studies notably summarized by J. McVicker Hunt (1961) changed our view of motivation from the deprivation model toward more positive orientations.

A Somewhat "Developmental" View of Needs

In the early 1950's, Maslow (1954) laid out a hierarchy of needs which still offers a useful guideline. He began with what might be called deprivation needs and ended with what he called "self-actualization." In his view these needs were hierarchical because some were basic to survival, such as physical and safety needs, whereas others could only come about as the more basic ones on his list were met. To some degree this was almost like imagining a series of empty cups, each one representing a need. As one cup ran over, a second began to fill. It was a useful list because it was somewhat developmental; that is, it moved in a given direction. The higher order, more social, more personal, more human needs emerged as the original, organic needs were satiated. I assume that Maslow understood that none of the basic ones really ever got filled up, that even as we moved into adulthood, needs for safety were still with us. The image I would rather carry around is not a series of ordinal cups, one after the other, but more a series of interlinked and integrated pathways, in which energy flows and is redistributed to maintain some kind of balance as well as forward movement between the more primitive (deprivation) and the more advanced (competence-oriented) demands of the person. Since I am a developmentalist, I will sketch out these two needs, recognizing that the number is arbitrary, and describe how they function in particular epochs in the life of children and youth. The Conference can then address itself to the job of personnel people in relation to this view. What follows, then, is a description of need-oriented patterns of behavior. Movement up the scale does not require satiation lower down the scale. It is a developmental but not hierarchical list. These needs originate in infancy or early childhood but operate in behavior throughout life.

Basic Survival (Deprivation) Needs. We can begin where Maslow, the behaviorists and the Darwinians began; that is, with those needs which might be called basic for survival: food, temperature control, elimination, etc. I would like to make a distinction between a purely laboratory learning orientation in the manipulation of such a need as hunger and a broader concern that we must recognize, the tremendous importance of nutrition in the intellectual development of the child throughout life. When I refer to awareness of basic needs, then, I am not referring to simply their use in an experimental design in which we use food as a reinforcer, but to current studies which indicate that malnourished children lose some of their potential for mental growth. We can go one step further and note the importance of an adequate diet and adequate health care for the mother so that the original genetic material, from the moment of conception on, stands the best chance of growing in a biologically adequate environment. It is the organism itself after all that does the learning. From my point of view, the use of such notions as the physical needs of children is not the design of contingencies which utilize food but for the recognition of the requirement that society provide adequately for effective nurturance of the health of its young.

Second on the scale of Maslow's needs is safety. Sullivan (1953) conceived of the development of the self-system as a means of preserving the organism from the threat of anxiety, and Frank, in his previously referred to paper, stated that the "young child desperately needs the security of stable, persistently uniform situation, of dependable human relations, and of endless patience and tolerance" (Frank, 1938, p. 374). Studies of highly disorganized families in south Boston (Pavenstedt, 1967) and in the Midwest (Roll, 1962), as well as the classic studies of maternal deprivation and institutionalization, all seem to indicate the need of a child for some kind of consistent, orderly, caring environment. But again this is not confined to infancy. As we look at out cities today, as we learn the current words such as "law and order," as those in my generation reflect that we were told we were fighting World War II so that we would have "freedom from fear," as our society spends massively on ABM's and radar picket systems and Polaris submarines, we see this fundamental safety need of the child reflected in the continuing primitive search for safety in the adult. When one feels unsafe, he behaves in quite different ways toward his neighbors than when he has established some level of comfort and well-being.

Those of us who have been working the last several years with that portion of our population called "disadvantaged" are keenly aware of safety needs. We see defensive, apathetic and apprehensive children afraid to reach out to try. Or we see aggressive behavior, which operates as a form of defense. We see adults who lack basic trust, not only in agencies but even in themselves, who live almost from moment to moment because they are not all sure what the system may do to them next. In this way, this deprivation need for safety manifests itself

in the behavior of government of middle-class people, or poverty people, even in our so-called age of affluence. The question, then, is how do we so design the society's living arrangements and human relations to enable people to move from such concern about safety toward more positive orientations?

A third need, and one on any list, is the need for love and security. Certainly our adolescent generation has seized on this word love to reflect their basic concern with those of us who are the "establishment." I am not at all sure what they mean by the term, but I know it means more to them than only the physical gratification of the sex drive. I think they partly mean a sense of relatedness, a sense of connectedness, a sense of comfort, an ability to accept and understand without condemning, a total commitment to another. They seem far more able than my generation to accept each other's behavior, to live and let live, to adopt an accepting attitude. Unfortunately, they apply this only to their peers, not their elders. We have long said that young children need such love from parents. What the adolescents seem to be saying is that since they don't think they got it then, they are seeking it from and finding it in each other now. One of their songs a year or so back contained the words "What the world needs now is love, sweet love," Regardless of its generational implications, the behavior of infants and young children reveals to us that they seem to thrive under "loving" conditions and that numerous difficulties arise when the environment which is caring for them does not provide them with such meetings.

The Need for Competence. Beyond these basic "survival" needs, which might also be called maintenance needs, is a second need. It has gone under many names, but I prefer *competence.* Others have used adequacy, or enhancement. The label is not important; there are patterns of behavior which can best be understood as developmental manifestations of this need to deal effectively with the world. Each pattern is briefly depicted below.

All of us use what might be called *anchorage points* or navigational aids. We seek to have some people or objects that serve not only as guideposts for our behavior but also as places to which we can tie up and connect. The psychoanalysts use the terms "cathexis" and object relations. The jargon is unimportant but the concept is vital. To some degree this is a manifestation of the love-security system, but it also includes some elements that go beyond that. The social-learning theorists talk of modeling behavior and of imitiation, and this too is part of the notion. Anchorage behavior begins in the first year of life. One sign of it is the arrival at what Piaget calls object permanence, that is, the recognition that there are things in this world which have an existence apart from our seeing them, and a permanence unconnected with their being immediately in our view. Only as one arrives at this stage can the mother and other loving ones be seen as objects distinct and apart from one's self. With the arrival at this distinction comes the beginnings of some selfhood and this search for connectedness. Before the child realizes that objects exist outside of himself, if we can be somewhat anthropomorphic in our thinking, he sees himself and the world as one. Needs for anchorages arise when one begins to recognize that he is a separate being. This may be what Sullivan had in mind when he depicted the development of the self as a defense system against anxiety; anchorage points may serve such a purpose. Anchorage points exist not only for the infant but throughout the life span. The generation gap struggle which we face may be partly understood by recognizing that those of us in the older generation cling to a set of guidelines and anchorages that do not serve this purpose for our youth. We feel particularly threatened when what are to us "eternal verities" are seen by them as unimportant and outmoded concepts. It is not that youth no longer uses beacons, but they guide by different means. Their orientations are in the present, and they seek their cues from those around them; our generation is predominately future oriented and sees the past as pointing the way to the future. We are linear and analytic; they tend to be existential and holistic. We tend to be historical; they ahistorical.

They may accuse me of using my developmental theory as a club but, if I understand Piaget, their behavior strikes me as more representative of the preoperational level of thought rather than the logical operational level which Piaget states emerges in adolescence. But it may be that they have grown past our anchorage points and are far more comfortable than we in their ability to live in a rapidly changing world. Some current psychologists, for example, consider behavior far more a function of the immediate situation than the "personality" or total past history of the individual. We may almost resurrect Riesman's concept of "other directed" behavior. Youth's anchorage points are peers rather than traditions. Although this presently creates areas of conflict between the generations, it may perhaps be a survival mechanism for the young.

All of us *attempt to influence events.* Rotter (1966) developed a measure of what he called the Internal-External Control of Reinforcement. This is a measure of the extent to which an individual feels able to affect events related to himself. It is useful, differentiates between portions of our population, relates to success in school, and to performance even in college classrooms. Coleman (1966) found that concepts of control were among the most important variables differentiating achievers from non-achievers in school.

We can see the manifestations of this attempt to influence events in the infant period. Piaget described the behavior of a baby lying in a baby carriage which had a fringe on the top. The baby accidentally jiggled in the carriage and noticed the fringe dancing about. Although this behavior was accidental, the baby then increased his bouncing and smiled and chuckled as the fringe danced more widely. Studies of infants by Burton White (1967) on fisted swiping and by Friedlander (1967) on controlling audio and video input yield similar results. A behaviorist can explain this as operant conditioning. The consequent of the dancing fringe served as a reinforcer (strange language for me) had

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nothing to do with so-called basic physiological needs. What was rewarding to the child was that he could make something happen through his own behavior. If we observe a toddler at play with blocks, we see the same phenomenon.

All around us we see efforts to influence events by whatever means people feel are at their disposal. In this regard, the behavior of adolescents which sometimes strikes school personnel as most obnoxious may be seen as far healthier than apathetic behavior. At least the youngsters have not given up hope of having an effect. Further, because of man's need for competence, to influence events, the tighter the structure, the less open the system to change, the more likely he will resort to far-out behavior. We often challenge our young to work within the system, yet we rarely offer them avenues for meeting their needs. We then are shocked and dismayed when they attempt to pull down the Bastille.

Although to some degree the discussion of anchorage points and the influencing of events sounds as though children and youth prefer a chaotic world, we have, it seems to me, a need for *order.* Pribram, a noted neurologist, suggested that "reinforcement is the expression of an organism's tendency toward orderliness; that satisfaction results when a degree of orderliness has been achieved. There is good reason to suspect that the central nervous system is so constructed that order is imposed on its inputs if this is at all possible, if it is not, search continues . . . At the moment, the analysis of reinforcement here pursued has shown that the process of satisfaction is to be conceived as *intrinsic* to the material ordered and *intrinsic* to the construction of the nervous system. Education so conceived is truly a process of *e-ducere,* the art of bringing out this tendency to orderliness" (Pribram, 1964, p. 95). From a different theoretical viewpoint, that of Piaget, we can arrive at almost the same type of interpretation. Bruner has suggested to us that concept attainment has a similar function, that is, of providing for predictability. Advocates of cybernetic and information models of learning and behavior, although using different language, are also alluding to the same process, that is, the organization of information so that the person makes his world somewhat predictable. Man needs to have some idea of what the consequences of his behavior might be before behaving, so that each act is not completely new and the world is not a wonderland. This relates to safety and contributes to our understanding of why the child needs a somewhat orderly environment. If he lacks such an environment, then he will meet both his *safety* and *order* needs by organizing an environment of his own, a severly limited one but nevertheless one that allows him some measure of prediction and control. Autism in some children may be understood, for example, as a pattern of behavior developed by the child for meeting his needs for coping with an uncaring world.

Another way we can see competence motivation is presented by the term, *mastery.* Piaget (Piaget and Inhelder, 1969) describes the symbolic play of the child between the ages of two and six, by means of which the child converts the real world to meet his own needs and resolves conflicts that exist between the adult and himself. Lois Murphy and her associates at the Menninger Foundation, in their longitudinal study of a group of children in Topeka, use the term a "drive toward mastery" (1962). The young child, as Piaget describes him, handles this by play techniques and resorts to phantasy. He "assimilates," that is, he changes the reality to conform to his view. But this again is not confined to the young child. Who among us still does not use perceptual distortion as a defense device? However, development provides more resources. The child who is in the early grades at school attempts directly to make the outer world fit his notions by attempting to act on the world. The five-year-old, for example, who has just said that a piece of wood to be placed in water will sink, makes it sink by using his hand to push it to the bottom of the water. The older child and the adult engage in a variety of games, such as football and war which supposedly are played according to a set of rules, as ways of exerting power. A nation may engage in the conquest of space. The basic driving force is the same. As a college freshman, I remember reading Tennyson's poem "Ulysses" and committing to memory the line: "to strive, to seek, to find, and not to yield." Perhaps this "seeking and finding" is the way in which the research oriented college professor works on mastery. It may account for some of the viciousness with which supposedly objective members of disciplines attack each other in convention and in journal rejoinders.A beautiful example of the link between personal needs for mastery and scientific productivity is in the book *The Double Helix* by J.D. Watson in which he describes the motives that drove him toward solving the model for DNA and receiving the Nobel Prize.

It is accepted as a platitude to say that at the moment of conception, and certainly at the moment of birth, each child is a unique individual. It is an accepted educational slogan to talk of meeting individual needs, yet there is a difference between saying that each individual is unique and depicting the struggle of that unique organism for a sense of *identity* a sense of self. It may be, as Gardner Murphy (1958) conjectures, that the self is a Western phenomenon or, as Phillipe Aries (1962) suggest, that the identity of a child is a post-feudal phenomenon. At any rate, in our culture we see the search for identity. The metaphysical argument whether we consider the self is a pattern of learned behavior or is inborn is irrelevant here. What matters is that by the age of three children have some primitive sense of self, and their self-image influences their further development. The ancient Hebrew in his prayer asked, "What is man?" The modern adolescent asks, "Who am I?" Perhaps one of the best known definitions of the self-concept (Combs and Snygg) stated it as "those perceptions about self which seem most vital and important to the individual himself . . .that they seem to the individual to be "he in all times and all places" (Combs and Snygg, 1959, p. 127). Piaget describes the process of decentering, which occurs over the years roughly from three to ten or eleven, in which the child through his experiences with the world learns that he has an

identity. He learns that how events look from his perspective will differ from how they look to another from where the latter stands. One cannot fully develop a sense of identity without a recognition of the self of others. G.H.Mead saw the self as a result of role taking and role playing in which the child learns both self and other.

In contrast to this view of the importance of the early years, Douvan and Adelson feel that the self begins at puberty. They see adolescence as a period of transition and assume that successful adaptation "directly depends on the ability to integrate the future to their present life and current self-concept" (1966, p. 229). Many psychoanalysts define the adolescent period as including a crisis in identity. My view is that, while this may be a crisis time, the origins of identity and self-definition are in the infancy period and that throughout life we are constantly seeking to define ourselves.

The self-definition we achieve may be any place on the dimension of self-esteem. We so not have an overall, consistent, completely integrated concept of self, although there are times in our lives when it is more of a piece than at others. Again, if I may borrow from Gardner and Lois Murphy, the identity we seek is to see ourselves as competent. This may be our need, but if we look around us we know that many people in our society do not feel this way about themselves. They have established identities but theirs is not a positive image. What will be a positive image depends to some degree upon the culture. But whatever it is that our culture generally expects, or at least those representatives of the culture who are significant to us expect, this becomes our definition of competence and self-esteem. In a pluralistic society such as ours, currently in a state of tension about its value systems, its goals and aspirations, its ability to treat all as first-class citizens, many opportunities are created for conflicting concepts of competence. These opportunities also provide children and youth with occasions to see themselves as unable, incompetent, and unworthy. The desire by certain groups in the ghetto to imprint the message that "black is beautiful" into the very being of their children is one strong indicator of the potency of possessing a positive sense of self. If the black child cannot see himself as beautiful, a fundamental need is thwarted and the ramifications are serious, not only for him but for society.

The next set of behaviors related to competence becomes manifest primarily in the early adolescent years, although it too builds on the past experiences of the child.

When the three-year-old continually plagues his parent with "why," it is debatable whether he is really striving for knowledge or seeks some immediate response to satisfy his momentary curiosity. The investigators of cognitive development, particularly Piaget and his colleagues and Bruner and his, would suggest that beginning somewhere about the age of seven the behavior of the child indicates the beginning of an ability to build relationships, to categorize, to order his world when faced with concrete physical materials. It is not until roughly the age of ten or eleven (and nobody really worries too much about exact ages) that symbolic knowledge, the manipulation of abstract symbol systems, becomes a way by which the youngster deals with his world. He now seeks to know, to organize, to classify, to predict, to hypothesize in quite different fashion than the inquiry of the three-year-old. Although my graduate students dispute that learning for learning's sake or knowing for knowing's sake is a driving motive of today's generation, I think that is because they are looking only at academic learning. While it may be true that very few today would read Plato just for the sheer joy of it, certainly the behavior of youth indicates an insatiable search for knowledge if knowledge is far more broadly conceived. They not only want to know the surface facts, but also the more subtle relationships among these facts. They want to know "why." I believe that youth wants to know, and is no longer satisfied with learning the slogans and set piece answers, the rote rules and standard procedures with which my generation was content. They seek beyond the surface and maybe even beyond the type of structure of knowledge which Piaget labeled logical. They can attack our scheme of things through logical analysis, but they do one thing which I was taught not to do in a logic class when I learned about syllogisms; that is, to attack the basic premise itself. But, knowledge for them is not an end. They wish to use it, to change things. If they find out how things work, or why things are the way they are, their push for competence motivates them to make life better. They are not content. Piaget suggests that the possession of a schema is motive enough to use it; here we may be seeing the adolescent expression of this phenomenon. To know means to use the knowledge, not just to have it.

Some of them may confuse knowing, as I understand it, meaning contact with the outside world, with experiencing via "mind-expanding" drugs in which the world and self are distorted from their normal perspective. Although we may deplore dangerous experimentation, the word experimentation itself suggests a push to know, to try, to investigate.

Youth desires to *express the self openly*. They live more on the surface than we do. They do not draw the lines between private and public, between inner and outer in the same way we do. Their dress, their art, their music all are indicators of a more wide-open style of life. When I was a student of counseling over two decades ago, I was taught that one of the functions of a therapist was the enable his client to become "open." When I read Rogers back then, this notion of openness seemed to be embodied in his "fully functioning" person, in which the line between self and world was blurred. As I look at the situation today, that kind of therapy would not make much sense to an adolescent who would not understand what the problem was. I am also not so sure that this open self is really a symptom of a fully functioning person, or whether it leads to a whole new set of difficulties.

This need to express one's self openly may be seen in

contrast to another pattern, and that is to reconcile the need to be an individual with the need to relate to others. This is not a new difficulty emerging for today's adolescent but has been associated with adolescence in Western civilization for at least a quarter of a century. Riesman's book *The Lonely Crowd* analyzed the problem in the early 50's, and numerous investigations of the power of the peer group versus the power of the individual to resist have been conducted by social psychologists for a considerable period of time. Sociologists have suggested that the peer group may get its strength from the struggle of the adolescent to achieve his independence from the adult, but they also point out that in his struggle for this independence, he becomes dependent upon his peers. With the present movement, however, to the more open, more accepting life style of the adolescent, the issue may become even more difficult and more sharply drawn. Where does privacy begin and end? Where does individuality begin and end? What is me as distinct from my age-mates? There are some psychologists who would suggest that one can only really discover himself by losing himself in the other. I am afraid I do not subscribe to this type of basic encounter thinking. If one loses one's self in the other, if one no longer has anything private he can call his own, if all thoughts and feelings and attitudes are shared, have we not moved to a collective mind, an easy opening wedge to *1984*? I may be speaking for my own resolution, but I would hope that adolescents are able to develop some equilibrium in the resolution of this conflict without moving to either pole, either retreat into a solitary existence or a surrender to the group. I hope they resolve the identity crisis so that they have an individuality, but feel related to all of man.

I mentioned before that their search to know transcended logical analysis and the manipulation of abstract symbol systems. Because of their movement beyond this, they are faced with reconciling words and deeds in a far more vigorous fashion than earlier generations. The advent of instant communication via television has enabled them to see more sharply the juxtaposition of words and deeds. Just the other day I watched a network newscast which showed two South Vietnamese soldiers beating and kicking two captured North Vietnamese while their American advisors stood by. This was immediately followed by an American officer speaking in Saigon about how we honor the Geneva Convention in the handling of prisoners, permitting no brutality, etc. This in turn was followed by some more of the original setting as the prisoners were kicked, dragged, poked and tossed to the ground. The adolescent sees on television the poverty which still exists in the world and observes the vote of over $20 billion for new defense hardware. He lives in a world which feeds him this kinds of data rapidly and daily, and he must make some sense out of it. He is told by the adults at home, in school, and in his religious institutions how he is to conduct himself. Yet, he knows the statistics on adult behavior which tend to make a mockery of the advice. What is he to do?

About 10 to 15 years ago we were bemoaning the apathy of the college generation. We saw them as unwilling to be involved, as victims of the McCarthy (Joe) era. It looked as though all they wanted in life was a suburban home, a two-car garage, and other material possessions. We now look at high school and college youth and some of us groan because they have moved from Joe to Gene. Perhaps their need for competence, represented in their efforts to know, to express the self openly, to reconcile words and deeds, to reconcile individuality and relatedness is being handled by their efforts to participate, to be involved, to engage, to act. Although it may remind us of intellectual fascism, although the slogan chanting may make us believe they are mindless puppets, nevertheless, the present adolescent generation seeks to do, to participate. They wish to be involved in the system; they want to effect decisions; at the very least, they seek to have a strong say in the decisions which affect them. They are out to change institutions and they are being felt. The November 10th issue of *Newsweek* for example, reports on the informal adoption of the New York City Board of Education of a resolution on "rights and responsibilities of senior high school students" in which it was recognized that students should have a major voice on matters directly affecting them. School newspapers will be free of censorship, and students will have free speech providing they do not interfere with the operation of the program. They may wear any kind of badge or button and belong to any kind of political organization including "unpopular ones" providing any student is eligible, and they may dress as they like "except where such dress is clearly dangerous, or is so distractive as to clearly interfere with the learning and teaching process." Of course, we still have college football coaches who won't let athletes wear armbands; but this, too will pass.

This urge by youth to get involved is demonstrated in positive ways by the work of the Appalachian volunteers (Coles, 1968), the Mississippi voter activities. Many are involved on college campuses in numerous voluntary tutoring programs and other service activities which require a considerable investment of time and energy and which go far beyond the old fraternity Thanksgiving party for a selected group of scrubbed and washed poor. Those of us on college campuses are well aware of the push by students to participate in curriculum and faculty employment decisions. We have already substantially bandoned the notion that the university stands in *loco parentis* so far as governing the non-academic behavior of students. But they do not seek simply the freedom to do what they wish; they seek a voice, and some desire a controlling voice, in how the university itself is run. There is a long distance between wanting to do your own thing and wanting to tell everybody else how they should do their thing. Adolescents are, at one and the same time, highly idealistic and completely ruthless in their efforts to express, to know and to engage. They sometimes will deny these same behaviors to those with whom they disagree or see as members of the establishment. I am glad my task is to describe and not to provide answers

because I believe that in this set of behaviors we face some of our most difficult times.

A good job is essential to self-esteem. Money in the pocket, "bread" is the staff of life in our society. Although we may prefer a more idealistic view, we are materialistic. We like our cars, our TV sets, our comforts. Access to these, through jobs, must be made available to all who seek them. In a shifting, technological society, skill-training for jobs cannot be left to the old vo-tech approach, but begins early in attitude development, language development interpersonal relations development. Job skill training begins early in life, in the home. Wortis and his colleagues, for example, in describing the results of their investigation of lower-class life in Philadelphia, stated: "Other elements in the environment were preparing the child to take over a lower-class role. The inadequate incomes, crowded homes, lack of consistent familial ties, the mother's depression and helplessness in her own situation, were as important as her childrearing practices in influencing the child's development and preparing him for an adult role. It was for us a sobering experience to watch a large group of newborn infants, plastic human beings of unknown potential, and observe over a five-year period their social preparation to enter the class of the least skilled, least educated, and most rejected in our society" (Wortis, *et. al., 1963, p. 307).*

To create feelings of competence transcends, therefore, only an intra-individual personality orientation and involves the socio-economic domain.

A job offers more than income. It fits into the search for identity. It contributes to the sense of competence. It marks one as a contributor to the society, not a parasite. With a job, one can stand tall, hold his own, have value. Although we sometimes denigrate work, and make fun of the Protestant ethic, I think we all recognize its essential value. A job, therefore, has both a psychic and a social value. We have to deal with both.

As the last item on this arbitrary list, I have tried to select some pattern which lookds forward, and so I have selected the expression of *creativity*. Perhaps I chose it because of what Gardner Murphy said when he seemed to foresee that creativity may be the outgrowth of the competence motivation described above. He wrote, "One of the great problems of the release of human potentialities is the wise and creative use of this great burst of fresh enthusiasm which sweeps like wildfire through the minds of those boys and girls who want to know, to control, who want to get hold of meanings, who want to grow in and through this strange, exciting, challenging environment . . . A standardized group process, in school or elsewhere, cannot provide a maximal opportunity for an intensely individualistic construction . . . a certain willingness to allow for chaos and irrelevance, a certain freedom from every type of social regimentation is essential for free movement . . . This means that it may be necessary to encourage a long period of groping and gloating, messing and manipulating, to permit a fuller sensory gratification and a wider range of associations between gratifying sensory materials in any given modality . . . He (the child) must richly experience, richly interweave, richly integrate, while the mind glows in earnest contact with these delights and grows ready to make its own higher integrations." (G. Murphy, 1958, p. 166–69)

Our youth tell us they are developing a new life style. They are creative in their art, sculpture and music. They rely heavily on the advanced technology of their elders, but have converted it into a form of their own with high powered bands and moving lights. As a member of the older generation, a home, car and object owner, I have long deplored the loss of the artist and the craftsman, and the development of the attitude in service and repair people, carpenters and builder, plumbers and electricians, that skill is no longer admired and one does the minimum necessary to get through the day. It was with delight, then, this past summer on a rather lengthy trip to New England, that my wife and I saw a number of small shops run by college students manufacturing and selling their own leather and metal work. Although there was a certain degree of stylization in these products, they had been handmade and invested with care. As I observe high school students such as my son putting a band together and spending long hours in noisy practice sessions, trying to write their own music, trying to get the right sound, trying to achieve some sort of perfection, I can do nothing but admire them and, hopefully, encourage them. Our generation, in the era of the big bands, knew how to listen and knew how to dance; but we did not know how to make music. We sometimes think our current adolescents are only consumers, but many of them have now become producers of objects important to them, although they may yet have little place in the large-scale industrial market. In this age of computers and automation this urge to create, to be personally involved in production, to make something and do it well may be youth's answer to what might otherwise be a loss of identity, a depersonalization, and a dehumanization.

I began this paper by saying that I felt that the concept of need serves a purpose, that without it we are reduced to only a technical and mechanistic explanation of behavior. I have ended with creativity because I think it is an example of what marks us as human. In a society which is so technical and mechanistic, which looks for its explanations of all events in bare, emotionless, functional, relationship data terms, it seems to me most significant that the behavior of our children and youth gives evidence that what they do, what they strive for, what they seek, transcends the current limits of our system.

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REACTIONS TO DR. GORDON'S PAPER

Gilbert M. Trachtman

Since I have only these few minutes with a captive audience and sole possession of the floor before we break up into small groups, let me begin my brief reaction to Mr. Gordon's paper with a position statement which may arouse some of you to violent disagreement and which I will be glad to defend during the next several days. I maintain that we need no new philosophy or role definition for pupil personnel workers, and further, that much of the literature of the past twenty years concerning pupil personnel philosophy, developed in middle class settings, would be equally appropriate in the slum and the ghetto if implemented. What does need changing is our historical failure to implement our pious philosophy. If so many of our recent attempts to improve the education of the poor seem to be trivial, superficial and inadequate, perhaps it is because we usually choose to apply band-aids to an ailing system which is not functioning properly even with more advantaged children.

A philosophy to which I have subscribed for many years, and which is rarely challenged, is the concept of the enabling function in pupil personnel services. This philosophy holds the teacher–child interaction to be basic to the educative process and the value of all support personnel to be a function of the degree to which they contribute to the improvement of this interaction – i.e., enabling the child to profit more from the educational system or the educational system to be more effective for a particular child. I still subscribe to this philosophy but have come to see in recent years that it begs the question of the school's goals. I cannot react to a paper on children's needs without some comment on the school's goals. This, in turn, brings me to an age-old debate among pupil personnel workers: "Who is our client – the school or the child?"

I would like to suggest a third alternative by offering a brief and oversimplified version of some related history. Once upon a time the world was filled with individual people and they began to band together to organize societies. As they organized societies and as their societies became more complex they found that as groups they could often do certain things more effectively than as individuals. They formed institutions to serve them, and these institutions which were developed to serve people became more and more complex and in many cases began to lose sight of their original mission. Eventually the people found it necessary to hire other people to protect them from the institutions which were supposed to serve them, and the ombudsman was born. We are all here because of a common concern about an institution called the schools. The parallel is obvious. A bunch of people got together, formed a society, organized institutions and then created schools because they thought a school could better teach their children, than each of them independently, in their homes. If you trace the history of our schools you can see how they are related to the needs and convenience of people. Our ten month school and two month vacation, for example, is related to our original need to have children home to help with the harvesting. I would suggest that the school has now become an institution which does not always serve its clientele. Sometimes it grinds them up into little pieces. And the parents, for whom the school is supposedly providing a service, have become less and less able to exert direct control over the school or to demand that it be responsive to their wishes. Our current halting steps toward community control of the schools in many localities is an attempt to reverse this trend. I suggest, then, that the pupil personnel worker can best implement existing pupil personnel service philosophy by perceiving the parent as his client and himself as the ombudsman, working on behalf of the parent, not only to improve the educational process for children but to protect children, when necessary, from the school.

In this context, the pupil personnel worker continues his traditional enabling role, but the goals of the school toward which he works are no longer the subtle, self-perpetuating goals of a bureaucracy far-removed from the people. Instead he works for the people, toward goals they want for their children.

In that framework, the Gordon paper, and its explication of a wide-ranging set of children's needs becomes the basis for community dialogue. Given the needs for basic survival – food, safety, love, security – and the needs for competence – mastery, knowledge, expression, involvement, creativity – so eloquently defined and described by Gordon, we must now turn to our clientele, the parents. The community must decide which of these needs are to be met by the home, and which partially or totally delegated to others. Which shall be the responsibility of the school and which delegated to the other agencies? The definition of which needs of children are to be wholly or partially the school's responsibility will in turn define other parameters. Should school begin at age six, or three or earlier? Should schools provide facilities and staff for the physical development of children, for their medical and dental needs, for their mental health, for their meals, for their recreation? What skills, what content, what values should they transmit? Definition of these parameters should in turn determine the eventual size, scope and nature of pupil personnel services.

This of course must be threatening to those of us who work in pupil personnel areas. Shall all of our technical know-how and sophisticated knowledge become expendable at the "whim" of a bunch of parents "who may not recognize their own best interests?" Yes,

if you really subscribe to a philosophy of parental responsibility for the schools and for their children's education. Within this philosophy the pupil personnel worker must be seen as a consultant or adviser, not as an executor or administrator. He has the responsibility to communicate his information and recommendations to his client but must leave the choice of action to his client. To make matters even more difficult he has the ethical responsibility to communicate his honest professional judgment even if this will antagonize his client. He must therefore face the possibilty that his services may no longer be desired by his client and trust that if he truly has a service to offer he will find another clientele.

In summary, I am suggesting that the concept and delineation of children's needs as defined by Gordon must serve as the basis for community-based definitions of educational goals. Here pupil personnel workers can play important roles, as consultants, in enhancing communication, interpreting and recommending. Ultimately, these definitions of educational goals will, in turn, affect the nature of pupil personnel services. Meanwhile, as a leitmotif, for now and for the future, whatever the educational goals may be, I suggest that the pupil personnel concept of the enabling function remains a viable principle. Finally, so long as the need exists, I recommend that individual pupil personnel workers study the implications behind Gordon's list of needs, and assume the role of pupil ombudsman wherever warranted. I have made some of my points most hastily because of time limitations, but will be glad to expound or defend any of them during the meetings to follow.

Robert Pena

After reading Dr. Ira Gordon's paper, three areas of concern occurred to me. They are as follows: *What* are the needs that can be met by the schools? *Who* can best meet these needs? *How* can these needs be met as they concern the schools?

What are the needs that can be met in the schools were well described by Dr. Gordon in his paper. This is not to say that the total needs as described will be met wholly within the school for one cannot isolate the school. It is but one component of the total life process. I feel that these needs can in part be met by the school.

Who can best meet these needs? I believe that the *who* in this situation is not one single profession but that of the teacher and the PPS workers coordinating and collaborating. These persons would consist of a team with specific skills in certain areas that would complement each other. To better work together necessitates working out problems that concern the professions involved. Thus we must "identify communciation problems common to the professions and problems of interprofessional communication in general."[1]

Another important area that is needed before the PPS worker and the teacher see each as mutually benefiting each other is that of understanding "each other's role by learning about each profession's role expectations."[2] They should also clearly define and observe their role in their task in meeting the needs of children and youth.

This brings to mind the coordination of the PPS work services to the child. There is a fear that all PPS workers "tend to view the problems of students, education and misbehavior from different perspectives. Hence they seek different types of information and follow varying courses of action."[3] This is also carried over in their relationship with community agencies. Thus there is a necessity for coordinating the point of view and the action in dealing with the needs of children and youth.

How can these needs be met as they concern the school and *how* is the PPS worker involved in this area was in part answered in the preceding statements. It will now be pursued further.

As it presently stands, there is not and never will be a sufficient number of PPS workers in the schools to even begin to adequately meet the needs of children in the schools.

We must recognize and accept that the "main-line job" of the schools is teaching and that the primary people in the school are the child and the teacher. If we accept this, then the teacher with the assistance of the PPS workers, will be the vehicle to better meet the needs of children and youth.

To do this the PPS worker must have a better understanding of the learning process of children, classroom management (discipline) and other psycho-educational issues.

The assertion was made "that PPS workers should have a basic commitment not only to the child but to the educational process and that his specialty should be viewed as a means to making the educative process most meaningful to the child." (Rationale for Workship, p. 6)

I agree with this assertion, thus I feel it behooves us to increase our skills in areas of concern in the field of education.

A good example of this is mental health. More and more schools are placing less emphasis on teaching conventional skills and subject matter and offering opportunities for each child to understand life problems, thus requiring the PPS workers to be involved in developing mental health content and methods in the classroom.

I am a school social worker and a minority so what I offer here comes from that background. I work in a very disadvantaged school with approximately 81% Mexican American children. Education has not succeeded with them. What are their needs? They are the same as described by Dr. Gordon. What do we have to do to meet those needs? May I say how we are trying?

Presently the afternoons are structured for activity oriented subjects, such as chorus, arts and crafts, drama, Spanish, electricity, science, newspape publishing, woodwork, leather crafts, etc.

We also have a weekly inservice meeting with some teachers to study the teacher's role and function as a mental health specialist, since these teachers have a daily class with fifth and sixth grade student groups discussing mental hygiene. Within this weekly inservice, teachers are getting a better understanding of how the culture of poverty influences the child's human personality and behavior. The end result of this ongoing consultation with teachers will hopefully be to develop and implement mental hygiene into the curriculum for the total school.

This is a beginning effort in but one school. Other efforts and different methods are being tried in other schools.

Another example is that of using the developed skill of your profession within the classroom. In an article in *Social Casework*, November, 1969, school social workers discussed having cluster groups, splinter groups, and classroom groups all conducted in the classroom setting and with the teacher being involved.

There is one important aspect that has been alluded to but has not been really developed and that is the problem of the PPS worker in relation to the understanding of the minority, be it the Chicano, Black or disadvantaged. This problem not only involves the PPS workers or teachers, but anyone involved with education from the school superintendent to the custodian. Someone must provide them with an objective understanding of: "1. The concept of culture and society; 2. cultural evolution, social change and individual problems in coping with them; 3. the profound and perhaps the all pervading influence of culture in determining human personality and behavior. If this is done it will hopefully demonstrate that culture, society and human behavior are understandable. If it is to be understood fully, it will also require that one's own values, beliefs and attitudes must be examined objectively."[4]

I see the PPS worker as a catalyst (change-agent) and if we are that, then we must risk ourselves as we see the need arise, and the *need* is now!

John Brewer

My first reaction to Doctor Gordon's paper is easily understood, due to the disillusionment that arose in his mind, while seeking current reviews and materials on the concept of the needs of youth.

How many layers of understanding should be necessary in attempting to plumb the depths of the needs of our children?

With this as a point of departure, I would like to start off by exploring the core of Doctor Gordon's paper.

The writer's discussion of "A somewhat developmental view of needs" provides the reader with an opportunity to focus on certain principles concerning needs, while simultaneously achieving a perspective of the functional relationships between and among them.

Professor Gordon provides us with a better understanding of the integrated nature of needs that originate in infancy, or early childhood, and operate behaviorally throughout life.

He advances his own general considerations of "Basic Survival Deprivation Needs" and the more advanced "Competence-Oriented Demands." The writer pulls out the confusion by engaging sharp analysis and creative thought – sometimes historically, sometimes philosophically, and sometimes comparatively.

The remaining content of the paper is concrete descriptive writing dealing with problems and adjustments associated with needs and behaviors.

Finally, while it is not fair to criticize a paper for what it did not set off to do, the omission of any confrontation with disconcerting factors that are ugly and repressive gives the paper an unreal tone. *For example,* – once we abandon the pronouncement of the enigmatic term – "Need" and focus on the critical path that lies ahead, we may be shocked by discovering that we have inherited certain revolutionary conceptions about the needs of youth and immediate reality. In this perspective, we want to know all the conditions that feed and nourish these mushrooming, divergent views: On one side of the street we find an affluent society of parents, sharing a common belief that the needs, wants, or desires of children can best be met by massaging or manipulating the framework of a systematic society. On the other side of the street we find a society of scarcity, the urban poor, who are attacking the dichotomy between their children's real needs and society's make-believe world; they decry it.

And so, we come to a point where – in a literal sense for a large segment of our society – need ceases to be logical, or anthropological; it is personal, self-fulfilling prophecy that tells only part of the story.

Rightly or wrongly, those members of our society who are dissatisfied with the status quo, would find Doctor Gordon's paper an object of derision, because of its hierarchial and authoritarian propensities.

In conclusion, what Professor Gordon has written, he has written well. There is a unifying thread running throughout. His own judgments and creative thoughts are sprinkled generously throughout the paper.

This is a good paper, one that provides the cannon fodder for fruitful discussion.

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RATIONALE FOR WORKSHOP

Gilbert D. Moore

INTRODUCTION

In January 1969, the Bureau of Educational Training in the United States Office of Education announced the formation of a panel of consultants for the area of Pupil Personnel Services. The panel has 25 members representing universities, school systems, industry, students, practitioners and the community.

The panel is responsible for making recommendations about training of support personnel i.e., pupil personnel workers. Such recommendations can include items of policy, program emphases and priorities for financial support.

Concurrent with the formation of the panel was the establishment of a Leadership Training Institute (LTI) which could expedite the panel s work. The responsibilities on the panel are heavy because of the possible long range implications of its recommendations. Therefore, it chose to use the Leadership Training Institute as the major vehicle for encouraging a close scrutiny of the field of pupil personnel services.

The LTI is a vehicle for not only assessing and reviewing where we are and where we ought to be going but also as a means for opening more communication among occupational groups, the Office of Education and the panel of consultants. This LTI workshop can stimulate thinking and action about desirable educational changes among practitioners university professors, the community and the Office of Education.

The panel has had two meetings and there have been three meetings of the Steering Committee since January of 1969. During these meetings, several ideas and attitudes have consistently emerged It is imperative to understand that following comments would not neces

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sarily be subscribed to by all members of the panel but I think they do represent some broad consensus.

The panel has often expressed a general rejection or at best a suspicion of pupil personnel workers (which to most panel members has meant school counselors). These suspicions or rejections spring from a feeling that the PPS worker is too closely tied to the establishment or the status quo and that he is not clearly enough oriented toward student needs. These reactions are dramatically highlighted when the panel is discussing black or chicano students. Students from these two cultures argue that the establishment, status quo programs are often antagonistic toward human needs of students in minority cultures

Throughout the deliberations of the panel there has been much emphasis and focus upon "action" and "reality." It appears, at times that many of the activities historically associated with Pupil Personnel Services may be almost contradictory to what some panel members and guests have been saying needs to be done For example to make the point but not to belabor it the psychologist in the schools has been closely tied to testing and identifying the slow learners and the retarded His major tools tests have also been associated with selection grouping and screening. Today the use of tests whose legitimacy is questioned for such activity is a source of irritation to many people from minority cultures. They see the psychologist and his historic role and skills as just one more technique for keeping certain students in their place. This concept of associating psychology and testing with inhibiting upward mobility cannot be ig nored. The recent furor over the Jensen article in Harvard Educational Review dramatizes the point.

The social worker has a history of skills associated with agen

cies, families and groups. It is an occupation which historically has been associated with empathy for the poor and programs of self help for them. Today, there are some different perceptions. The social worker is now often perceived as the Establishment's enforcer, the snooper and the keeper of the bureaucratic gates.

The counselor, the most familiar occupation to the panel members, comes in for the most direct criticism: They see his traditional background in testing, occupational information and testing as skills used to inhibit the advancement of the poor. The counselor is described as a ''sorter'' who ensures that the poor, the black and the chicano will not be exposed to roles and futures which are above their level of competence as perceived by the counselor.

These interpretations, again, are not put forth as total responses by the panel nor as an accurate and complete description of reality. They are, however, accurate interpretations of the perceptions of some panel members and other segments of the community. To the extent that there is merit in the charges the role of the PPS worker must be altered to adequately answer them.

There is no interest on the part of the panel to question the present efficiency of PPS workers for some children rather the interest is in trying to ensure the most effective efforts of PPS workers for all children. It is this latter point which forms the basis for this workshop.

The following paragraphs will attempt a brief rationale for a concept of PPS which could respond effectively to the concerns expressed above. This will be a brief overview designed to stimulate discussion. Later papers, and the final workshop report, will treat the topics in more detail.

RATIONALE FOR PUPIL PERSONNEL

INDIVIDUAL NEEDS

The problems and adjustments associated with entering and succeeding in school need not be chronicled here. The school is by necessity a social institution which must to a great degree respond to modal needs and behaviors. Ideally, the school which was completely responsive to individual needs could respond just as effectively to the non-modal needs and behaviors. Perhaps the epitome is the school which responds specially to each child and therefore there is no deviation from the norm.

It is doubtful that such a school exists in the present, though we can continue to hope for the future. PPS should be one of the major devices in the school which makes the interaction between child and school as effective as possible. This interaction will have a different quality to it from one age group to another and therefore PPS programs and emphases will vary with age groups. It is psychologically folly and economic pipe dreaming to assume that if we do everything right in the early grades there will be less need for services in the late grades because there will be no problem. As the human organism develops there are differing demands upon it at various levels of development. The alleviation of problems associated with one stage of development need not mean that other problems will not occur at later stages.

The pupil personnel worker should be the agent in the school from whom the least amount of institutional custodial work is expected. To him should fall the heavy responsibility of identifying and interpreting individual problems and concerns. His attention ought to be broad enough to include the unspoken, tolerated concerns involved in

modal behavior as well as the behavior described as problem behavior. It may be worth reviewing some of the modal stages of growth of concern to the PPS worker.

In the early grades, the adjustment problems of children are likely to focus on the separation from home, the lack of success with new symbols, i.e., reading, arithmetic, etc., the introduction to different values and, for some, new cultural expectations and demands. The young child's needs are closely associated with these kinds of adjustments.

The middle years precipitate more adult demands and expectations which push or stimulate the child toward more ''mature'' behavior. The middle years may be those in which the child is constantly being admonished to ''grow up,'' ''think about the future,'' ''prepare for high school'' or ''change, or you won't amount to anything.'' In the midst of such press on the part of others, his own needs may be obscured. It is the PPS worker who should be best equipped to understand and stimulate the enhancement of individual needs midst the institutional press.

The late adolescent and senior high student have no less cause to express individual needs. It is during these years that the child is forced into decision-making processes in which he seldom is asked to take a very active part. The colleges have long since decided many of his academic options, the school has established social mores and the family may be exhorting him to make a career commitment. Through the press from all of these forces, the child has the need to mature, and evolve into a fully functioning responsible self. The quality of the decisions he makes will have considerable bearing on the ever-evolving process of ''becoming.'' The skills and qualities of the PPS

worker should be of direct and explicit assistance to him.

SCHOOL NEEDS

The discussion of individual needs first was a deliberate effort to highlight that aspect of the PPS worker's role. However, the school as an institution has needs which can be attended to by the PPS worker. To argue this point most effectively, an assertion will be made which is not only open to challenge bytthe workshop but could become a critical issue. The assertion is that PPS workers should have a basic commitment not only to the child but to the educative process and that his specialty should be viewed as a means to making the educative process most meaningful to the child.

The school is one of the most powerful social institutions in society and society has placed tremendous demands upon it. In the intermediate years the school must demonstrate its ability to fulfill its responsibility to all children. To do so, there must be a more thorough commitment to the process of education. We must be aware of and concerned with the totality of interaction among all the participants in the educational endeavor. We must not continue to let our focus be upon any one of more variables, i.e., teacher, curriculum, student, community, etc., thus inhibiting us from trying to understand the relationships among the variables. Too often we have been concerned with one or more variables as products, inputs or outputs to the system and have neglected to see the interrelationships as part of an integral process of education.

It is suggested that the PPS worker could be the one most ably prepared to be concerned with how this process affects and is affected by individuals, the institution and society. Such an approach means an occupational commitment beyond the usual commitment to a particular

discipline, i.e., psychology, social worker, counseling, nursing. The assertion is not meant to devalue any occupation but to suggest that there may be need for a specialist whose skills are directly concerned with and appropriate to the needs of children and society as they are experienced in the process of education. With such an assertion in mind, it is an easy transition to viewing the PPS worker as having a role in the alleviation of institutional needs. After all, if the school is to provide an effective educational experience, it must understand how the experiences it is providing are affecting the children.

Presently, it is doubtful that many schools have an adequate feedback system whereby one can evaluate how effectively the needs of the child are being met by the school and, thereby, how effectively the school's needs and purposes are being achieved. The PPS worker has the data and experiences to help make explicit the congruence between student needs and institutional purpose. Too often such feedback is not provided because each specialist is too busy carrying out the heavy demands made upon his specific skills.

The institution has strong needs to know, or at least should have, just how its policies and programs are affecting the behavior and needs of its various constituents. A clearly defined and well-coordinated program of Pupil Personnel Services should provide the initial service to the child, a feedback to the system, and an evaluation of the system's effectiveness in carrying out its purposes. Such an approach puts the PPS worker into an integral relationship with other educators so that the cumulative experiences of children as understood and interpreted by the PPS worker will result in adaptation by the institution as well as adjustment by the individual child.

SOCIETAL NEEDS

It should be increasingly evident that the social and personal problems in our country reflect serious stresses and strains. These stresses and strains come because continuing large numbers of society find themselves out of the main stream of personal and societal affluence. Others find that the total human needs of our society are being subjugated by economic and political majorities to a lesser level of priority. Many of our young people are urging attention to and priorities for societal objectives which respond more effectively to those whose needs have been subjugated. The cry is for attention to the development of societal priorities which will help us become the kind of society we are capable of becoming.

It is not enough, however, to continue the discussion on a highly generalized plane. The act of resolving social problems must come from working at solutions, not wishing their elimination through rhetoric and superficial political maneuvering. The problems of racism, urban blight, under- and unemployment, crime, pollution, etc., lend themselves to possible solutions only through concentrated effort, with financial support and a sense of purpose. It is not enough to say there are societal needs; they must be made explicit and the relationships of specific problems to our national good made clear.

When we get to the level of specific problems in a national context, it is easy to see that there are many areas in which skills associated with PPS workers can be brought into play.

Earlier in this paper, I alluded to the historic functions of PPS workers which are now viewed, by some spokesmen from minority cultures, as greatly inhibiting the educational development of the poor and many minority group children. A cursory examination of the

PPS professional literature would support the idea that the fields generally identified with PPS have not been specifically concerned with the poor and ''disadvantaged.'' We can no longer afford such disengagement, even though inadvertent.

On the contrary, the social need is so acute and so intense that the PPS worker must accept the challenge of direct response to the problem. This means an active role in reducing the incongruence among pupils, schools and community insofar as such incongruences relate to individual needs and the dimensions of the educative process which are in the purview of the PPS worker.

WHY THIS CONFERENCE

To make considerate and reasonable recommendations which could have strong impact on the specialties involved in PPS is a responsibility not taken lightly by the panel. Therefore, the LTI was seen as a device to provide wide range educational opportunities for the panel as well as professionals and non-professionals. Such educational opportunity would allow a careful appraisal and examination of the concept of PPS.

We do not want to duplicate what others have done nor are we out to throw scorn upon the past for the sake of expiating our own past inadequacies. We are not committed to the idea that anything new is, by definition, better.

We wanted this workshop because we are committed to an examination of questions, we hope serious questions, and we hope the right questions. The workshop is not designed as a mountain from which we will bring new tablets. It is designed for the utmost interaction and synthesis of thinking from reasonable people with a serious purpose.

The purpose is to examine the role of PPS workers in light of

particular individual and societal goals. The workshop report will provide a basis for panel recommendations to the Office of Education. However, we do not see the workshop as having final answers. We look forward to wide distribution of the report and a feedback system which will help the panel learn even more from the many interested parties who could not attend the workshop. A second workshop will be held in 1971 to refine many of the ideas from this year, extend some of the concepts and evaluate the reactions to the report.

The panel thinks we have an opportunity for many exciting outcomes. The time may be now for some careful assessment of what we are doing and why, with the view that the task ahead demands that we be most effective in our future efforts. To the extent that this workshop directs us toward more exciting and effective methods of assisting children, it will be a success; to the extent that it fails, it means we will have had another mediocre educational experience. The outcome will be shaped by the input from each of us.

REACTIONS TO REPORT

If you "strongly agree" with the statement, please indicate by marking 5;

"agree",4; "neutral",3; "disagree",2; . "strongly disagree", 1.

1. New programs in PPS should focus primarily on minority group populations.____

2. Training minority group workers should be planned ____
   started ____
   recruited ____ by the population
   for whom the program is intended.

3. Community input should be included at the planning ____
   developing ____
   training ____
   evaluating ____ levels.

4. The employability of PPS workers, through knowledge of regional manpower needs, should be ascertained prior to an individual's induction into a training program ____.

5. PPS teams ("educational development team") should consist of a PPS worker, school administrator, and community worker. ____

6. Emphasis for this team approach should be on a continuous training basis (e.g.) summer workshop, school year, summer workshop), keeping people from one area together over a period of time. ____

7. Separate PPS agencies should establish and offer their services on a contract basis to the schools. ____

8. Training should focus on pre-service and in-service programs with the aid of para-progessional workers who are not simply clerks but individuals bringing all of their cultural insight and skill to PPS. ____

9. PPS workers should have their work schedules revised to allow them to work 1/2 day in the schools and 1/2 day in the community. ____

10. Experimental high risk training models should receive funding with maximum dissemination of their findings. ____

11. The Atlanta LTI Workshop confronted the major problems in PPS and began to develop accurate ways of facing the issues. ____

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Please answer briefly the following questions.

1. How do you view the role of the Pupil Personnel Worker vis-a-vis the individual and social needs of students, especially minority group populations?

2. In view of these needs, what are the implications for training workers nationally? In your region?

3. What points in this report do you think should be emphasized or revised?

4. Are there concerns with which you think this Workshop failed to deal?

5. Other comments.